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Massachusetts History and Social Science Curriculum Framework

Massachusetts Department of Education

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The Commonwealth of Massachusetts
Department of Education

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David P. Driscoll
Commissioner of Education

August 2003

Dear Colleagues:

I am pleased to present to you the Massachusetts History and Social Science Curriculum Framework that was approved by the Board of Education in October 2002. It presents the academic content, concepts, and skills in history, geography, economics, and civics and government that are essential to all American citizens.

Many people have assisted in creating this document. We began with the 1997 edition of the framework and drew upon comments from many teachers and administrators, college and university faculty, and staff members of museums, historical societies, libraries, and archives. Their comments shaped both the content and the organization of the new framework, and I want to acknowledge the thoughtfulness of their contributions. The framework sets forth standards, concepts, and skills for each grade from pre-kindergarten to grade 7, two-year sequences for United States and world history to be taught at the district's discretion between grade 8 and grade 11, and grade 12 electives for economics and for American government. Throughout the document there are references to the significant themes and primary documents that provide a foundation for our understanding of the past.

I encourage you to read this document with your colleagues and to develop units and lessons for your classrooms addressing its content. This framework offers you a comprehensive tool for planning your history and social science curriculum.

Sincerely,

David P. Driscoll
Commissioner of Education

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Introduction[1]

Our cultural heritage as Americans is as diverse as we are, with multiple sources of vitality and pride. But our political heritage is one — the vision of a common life in liberty, justice, and equality as expressed in the Declaration of Independence and the Constitution two centuries ago.

To protect that vision, Thomas Jefferson prescribed a general education not just for the few, but for all citizens, "to enable every man to judge for himself what will secure or endanger his freedom." A generation later, Alexis de Tocqueville reminded us that our first duty was to "educate democracy." He believed that all politics were but the playing out of the "notions and sentiments dominant in a people." These, he said, are the "real causes of all the rest." Ideas, good and bad, have their consequences in every sphere of a nation's life.

Our call for schools to purposely impart to their students the learning necessary for an informed, reasoned allegiance to the ideals of a free society rests on three convictions:

First, that democracy is the worthiest form of human governance ever conceived.

Second, that we cannot take democracy's survival or its spread or its perfection in practice for granted. Indeed, we believe that the great central drama of modern history has been and continues to be the struggle to establish, preserve, and extend democracy at home and abroad. We know that very much still needs doing to achieve justice and civility in our own society. Abroad, we note that only one-third of the world's people live under conditions that can be described as free.

Third, we are convinced that democracy's survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us as Americans. It also depends on a deep loyalty to the political institutions our founders put together to fulfill that vision.

Liberal and humane values are neither revealed truths nor natural habits. There is no evidence that we are born with them. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint and self-respect–all these must be taught and learned and practiced. They cannot be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

While the realities of our own society are daily evident, many students remain ignorant of other, quite different, worlds. How can they be expected to value or defend freedom unless they have a clear grasp of the alternatives against which to measure it? The systematic presentation of reality

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[1] Excerpted and adapted from *Education for Democracy: A Statement of Principles*. Publication of the Education for Democracy Project, a joint project of the American Federation of Teachers, the Education Excellence Network, and Freedom House (Washington, D.C.: American Federation of Teachers, 1987).

abroad must be an integral part of the curriculum. What are the political systems in competition with our own, and what is life like for the people who live under them? If students know only half the world, they will not know nearly enough.

We do not propose a "right" position on, say, the type of homeland security we should have or on whether college admission quotas should be supported. Good democrats can and do differ on these matters. On these and a host of other policy issues, there is no one "truth." Our task is more limited, and yet in its way much greater: to teach our children to cherish freedom and to accept responsibility for preserving and extending it, confident that they will find their own best ways of doing so, on the basis of free, uncoerced thoughts.

The kind of critical thinking we wish to encourage must rest on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good and ill, are not at all obsolete. Instead, the quicker the pace of change, the more critical it will be for us to remember them and understand them well. We insist that without this knowledge, citizens remain helpless to make the wise judgments hoped for by Jefferson.

First, citizens must know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures. Not only the words — ever only the words — but the sources, the meanings, and the implications of the Declaration of Independence, the Constitution, the Federalist papers, the Bill of Rights.

Second, citizens must know how democratic ideas have been turned into institutions and practices, the history of the origins and growth and adventures of democratic societies on earth, past and present. How have these societies fared? Who has defended them and why? Who has sought their undoing and why? What economic, social, cultural, religious, and military conditions have helped to shape democratic practice? What conditions have made it difficult, sometimes even impossible, for such societies to take root? Again, it is indispensable to know the facts of modern history, dating back at least to the English Revolution, and forward to our own century's total wars; to the failure of the nascent liberal regimes of Russia, Italy, Germany, Spain, and Japan; to the totalitarianisms, oppressions, and mass exterminations of our time. How has it all happened?

Third, citizens in our society need to understand the current condition of the world and how it got that way, and be prepared to act upon the challenges to democracy in our own day. What are the roots of our current dangers, and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own societies, as well as the societies of our friends and our adversaries, and of those who live amid poverty and violence, with little freedom and little hope.

This is no small order. It requires systematic study of American government and society, of comparative ideologies and political, economic, and social systems; of the religious beliefs that have shaped our values and those that have shaped others; and of physical and human geography. How can we avoid making all of this unto nothing more than just another, and perhaps longer, parade of facts, smothering the desire to learn?

We believe that the answer is to focus upon the fateful drama of the historical struggle for democracy. The fate of real men and women, here and abroad, who have worked to bring democratic ideas to life deserves our whole attention and that of our students. It is a suspenseful, often tragic, drama that continues today, often amid poverty and social turmoil. Advocates of democracy remain, as before, prey to extremists of Left and Right, who are well-armed with force and simple answers. The ongoing, worldwide struggle for a free center of "broad, sunlit uplands," in Churchill's phrase, is the best hope of the earth, and we would make it the heart of a reordered curriculum for history and social science.

Rationale and Organization of the Learning Standards, Concepts, and Skills

In accordance with the principles and assumptions set forth in the introduction, this History and Social Science Curriculum Framework presents the academic content, concepts, and skills in history, geography, economics, and civics and government that are essential to the study of democracy, and to the development of educated and responsible citizens. This document also seeks to address key provisions in the Massachusetts Education Reform Act of 1993 that call for all students to learn about the "major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers;" to understand and "respect...the contributions made by diverse cultural, ethnic, and racial groups to the life of the commonwealth;" and to undergo competency testing in history in grade 10.[2] To meet these provisions, this document provides teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school. It draws on the comments and suggestions of teachers and administrators throughout the state, educators at Massachusetts museums and historical societies, college and university professors, and public officials, as well as on the work of those who created the original 1997 document. It makes every effort to strike useful balances between U.S. history and world history, and between and among the many disciplines of the social sciences.

To enable our high schools to prepare their students for a competency determination in U.S. history and government based on tenth grade standards, this document provides a two-year set of continuous standards addressing the Constitutional period to the present on which to base a statewide end-of-course assessment at the end of either grade 10 or grade 11. In doing so, the document also makes it possible to present world history in narrative format, also divided into a two-year set of standards.

Finally, to give schools flexibility in addressing both sets of secondary level history standards, the current statewide assessment in grade 8 is being moved to grade 7.

The learning standards, concepts, and skills in the History and Social Science Curriculum Framework are organized into grade level sets for preK–K and grades 1 through 7. Starting in grade 8 and continuing through high school, this framework presents learning standards, concepts, and skills for world history and United States history as well as for two senior electives, one in economics and one in civics and government. Page 48 contains a list of possible sequences that high schools may choose for grades 8 through 12, with the option of administering an end-of-course assessment in U.S. history in either grade 10 or 11, or in both grades for different groups of students. These pathways give high school faculty many ways to distribute the study of world history. One pathway suggests study of world history in grade 8, 9 or 11, and in 12 or as part of post-World War

[2] Massachusetts General Laws, Chapter 69, Section 1D.

II U.S. history, but other pathways are conceivable. The primary responsibility of the schools is to make sure that all students are given sufficient opportunity between grade 8 and grade 11 to study the secondary level standards for U.S. history so that they are prepared for the competency determination.

The learning standards, concepts, and skills describe what students should know and be able to do as a result of their studies in history and social science. The learning standards describe the knowledge of history, geography, economics, and civics that students are expected to acquire at a particular grade level. Examples of such knowledge are the location of the New England states, the meaning of the Declaration of Independence, the economic factors that drove exploration in the 15th century, and the causes of World War II. The concepts and skills sections are designed to enhance understanding and use of the specific content in the learning standards. Mastery of the concepts and skills will be assessed in the context of the knowledge specified in the learning standards, not independently.

The learning standards in both U.S. and world history are generally grouped in ways that reflect accepted periodization by historians. The standards in themselves are not intended to be the curriculum, nor do they indicate the whole curriculum. As the title of the document indicates, they provide the framework for the classroom curriculum. In order to write a set of learning standards that can be reasonably taught and learned with some depth within the time available, we have been selective about topics for a basic core of chronologically-organized history and social science knowledge. However, teachers are encouraged to elaborate on what is included here, to add topics that they feel are important, and to organize material thematically. They are also encouraged to inform and enliven classroom study by considering current events and issues that have a significant relationship to important historical themes or events under study.

To create a coherent focus in PreK–5, this document emphasizes U.S. history and geography, from an understanding of neighborhood and community to a study of colonial America and the early republic. It also provides, for districts that choose Pathway 1, for four consecutive years of study (grades 6–9) of world history and geography from ancient societies to the present day. Grades 10–11 then return to U.S. history from the 1770s to the present day.

Key concepts and skills are reinforced in subsequent grades, after they are introduced. To address teacher comment on the need to avoid repetition, the standards from grade 4 on generally present new material each year. Teachers are free to review material presented in earlier grades before introducing new topics. Themes, such as those presented on pages 9–11, will provide conceptual continuity over multiple grades.

In this curriculum framework, the four disciplines of history, geography, economics, and civics and government are integrated in the learning standards; they are not presented in four separate strands. This organization supports the teaching of a coherent historical narrative. A coding system has been used throughout to indicate disciplinary content stressed in a standard: (H) history, (G) geography, (E) economics, and (C) civics and government.

Overview of Scope and Sequence

PreK–K

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols. The purpose of the preK-K curriculum is to begin the development of their civic identity.

Grade 1

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. The grade 1 curriculum continues to strengthen children's identity as American citizens.

Grade 2

Second graders learn world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The chief purpose of the grade 2 curriculum is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin. American students come from all countries and continents in the world. A history and social science curriculum should help students acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

Grade 3

Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history.

Grade 4

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not taught in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

Grade 5

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

Grade 6[3]

Sixth graders systematically study the world outside of the United States and North America by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7.

Grade 7

Seventh graders study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history.

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[3] Some districts may wish to teach the grade 6 standards, skills, and concepts in grade 7, and the grade 7 standards, skills, and concepts in grade 6. The planned MCAS at the end of grade 7 will accommodate this change.

Grades 8–12

World History I and II: 500 to 2001

In World History I, students study the history of the major empires and political entities that emerged after the fall of the Roman Empire, including the Byzantine Empire, the Ottoman Empire, the Moghul Empire, the Chinese dynasties, and the major pre-Columbian civilizations that existed in Central and South America. Students also examine the important political, economic, and religious developments of this period, including the development of democratic, scientific, and secular thought in Europe.

In World History II, students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19th century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

U.S. History I and II: 1763–2001

In U.S. History I, students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of America government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, the Civil War, and Reconstruction.

In U.S. History II, students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally, students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America.

Electives in Economics and Government

The grade 12 economics elective examines the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

The grade 12 U.S. government elective provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

A third grade 12 elective may be a third course in world history if schools choose to divide the world history standards into three sets: World History I from 600 to 1500 AD/CE, World History II from 1500 to 1800, and World History III from 1800 to 2000. Other possible grade 12 electives include Advanced Placement Comparative Government and Politics, Advanced Placement European History, and Advanced Placement World History.

Themes for this History and Social Science Curriculum Framework

Teachers reading this document for the first time cannot help but be struck by the sheer breadth of the content and material covered. It is crucial, therefore, to avoid making the systematic study of history and social science "just another, and perhaps longer, parade of facts." History as nothing more than facts and dates is simply barren chronicle, devoid of its larger significance–the great discoveries, conflicts, and ideas of the human past that have shaped who we are and what is happening today. The ironies and surprises of history, the great tragedies and achievements of human experience, cannot be captured through mindless or simple regurgitation of dates and names. To illuminate the drama of history requires an examination of the larger themes and ideas of history.

Each year, history and social science teachers should help their students grasp these overarching themes and vital concepts that link in different ways the standards and concepts at each grade level with those at earlier and subsequent grade levels. Genuine historical knowledge will develop from a deepening understanding of the relationship between the basic facts of history and these larger themes and concepts. This deepening understanding will be facilitated by a coordinated approach to curriculum development at the elementary, middle, and high school levels.

Listed below are several useful themes and the grade level of the standards that can address them. These themes reflect the broad themes identified in the 1988 Bradley Commission Report and in the 1992 document, "Lessons from History," produced by the National Center for History in the Schools.[4] The themes relate to both U.S. and world history and can be used as the basis of essay questions on the history and social science assessments. They are also intended to stimulate discussion and thinking about how best to organize an entire history and social science curriculum from pre-K–12.

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[4] The six themes contained in the Bradley Commission report are 1) civilization, cultural diffusion, and innovation, 2) human interaction with the environment, 3) values, beliefs, political ideas, and institutions, 4) conflict and cooperation, 5) comparative history of major developments, and 6) patterns of social and political interaction. See the Bradley Commission, *Building a History Curriculum: Guidelines for Teaching History in Schools* (Educational Excellence Network, 1988). The four themes contained in the National Center for History in the Schools report are 1) the development and changing character of human societies, 2) the economic and technological development of human societies, resulting from humankind's increasing control of the environment, in the quest to sustain and improve the quality of life, 3) people's development and representation of their understandings of themselves, their moral imperatives, and their place in the universe (a theme concerned with people's quest for meaning as they confront the great questions of human existence and give such meanings cultural expression), and 4) the development of political theories and organization, variously expressed in people's quest for effective power and for just and humane relationships. See the National Center for History in the Schools, *Lessons from History: Essential Understandings and Historical Perspectives* (University of California, Los Angeles, 1992).

The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. Many standards in grades 3 and 5 point students to the central ideas and institutions of American democracy. Some grade 7 standards address the origins of democratic principles and institutions in Ancient Greece and Rome. Standards in World History I and II address the evolution of those principles and institutions in England, throughout Europe, and then throughout much of the rest of the world. Examples are the 19th century independence movements in Latin America, Gandhi's efforts on behalf of Indian independence in the 20th century, the establishment of democracies in Israel and Japan after World War II, the Tiananmen Square demonstration in China, and the destruction of apartheid in South Africa.

Many world history standards, such as the worldwide struggle to abolish slavery, World War II, and the efforts to defeat communism during the Cold War, also address the revolutions, wars, and political battles that were fought to preserve or expand the principles of freedom. The standards in U.S. history I and II require more in-depth learning about the growth of American liberal constitutional democracy from the founding of our nation to the expansion of male and female suffrage, the abolition of slavery, and the fight for civil rights in the 19th and 20th centuries.

The growth and impact of centralized state power. The grades 3 and 5 standards address the growth and purposes of American government. The grade 7 standards and the World History I and II standards address the growth of civilizations and nations with increasingly stronger central governments, as well as many of the conflicts and effects associated with these developments, including the rise of communism. Finally, many of the standards in U.S. History I and II revolve around the steady development and increasing importance of the federal government in the Civil War, during the Progressive and New Deal eras, and in the 1960s under President Johnson's Great Society.

The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries. The standards for grades 2, 3, and 4, as well as standards for U.S. History I and II address the topic of immigration and its important role in American history. The standards for grade 7, World History I, and World History II address the encounters and conflicts between groups of people as in modern Africa or Ireland, the Balkans, and Southeast Asia, and between different civilizations, such as Islam and Christianity. The World History I and II standards also address the growth of trade among nations and regions as well as diplomatic, religious, and cultural interaction among civilizations and nations.

The effects of geography on the history of civilizations and nations. The concepts and skills sections in the elementary grades address the basic terms of geography. The standards in the early grades address some of the basic geography of the world and of the United States. The grade 6 standards on world geography systematically address world geography, including the relationship between geography and national economies. The standards, concepts, and skills for Ancient History, World History I and II, and for U.S. History I and II, address the relationship between geography and the rise and central characteristics of civilizations and nations.

The growth and spread of free markets and industrial economies. The concepts and skills sections for each grade point to the basic terms, principles, and institutions of capitalist economies. Many standards for grade 7, World History I and II, and U.S. History I and II, address the role of economic trade in spreading ideas, customs, and practices, as well as sparking new ones, and the origins and dramatic consequences of the Industrial Revolution.

The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. Many grade 7 standards address the development of varied writing systems and scientific thought in the ancient world. Standards for World and U.S. History I and II address advances in scientific and mathematical thought in the Islamic world, India, and Europe. These standards also address major technological innovations in the 19th century, such as the steam engine, and their contribution to economic growth. Finally, these standards address several major 20th century scientific theories as well as the computer and its contribution to economic growth, science, medicine, and communication in the late 20th century.

The birth, growth, and decline of civilizations. Grade 5 standards address the pre-Columbian civilizations that existed in Central and South America before 1500. Grade 7 standards address the rise of early civilizations in the Mediterranean area, the characteristics of these civilizations, and their decline and legacy to later civilizations. Standards in World History I and World History II address the growth and decline of Islamic civilization and the rebirth and dramatic growth of European civilization after 1500, as well as the establishment of the European colonies as independent nations after World War II.

Assessment Plans

Massachusetts Comprehensive Assessment System (MCAS) tests in history and social science will be administered in grades 5 and 7. At the high school level, students will take an end-of-course assessment addressing the standards, concepts, and skills for U.S. History I and II at the end of either grade 10 or 11, depending on when they complete the coursework for both courses. The commissioner will recommend to the Board of Education the appointment of a committee of nationally recognized historians, political scientists, and economists who will work with a yearly rotating group of Massachusetts high school teachers to select the essay questions and primary source documents to be used on the high school test, and to review all test items before the final draft of each test is prepared by the contractor each year.

The table below summarizes the content of each of the tests. The Department of Education recommends local assessment of the standards, concepts, and skills in grades 1, 2, and 3. District administrators and school committees are free to institute additional local assessments and course requirements that go beyond those required at the state level.

MCAS History and Social Science Test Content

Tested Grade	Basis	Coverage
Grade 5	History, geography, economics, and civics standards, concepts, and skills for grades 4 and 5	U.S. history and geography, early settlements through the War of 1812
Grade 7	History, geography, economics, and civics standards, concepts, and skills for grades 6 and 7	World geography and history of ancient and classical civilizations
Grade 10 or 11	Standards, concepts, and skills contained in U.S. History I and II	U.S. History, Constitutional Period through 2001

Pre-Kindergarten and Kindergarten
Living, Learning, and Working Together

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

Pre-Kindergarten to Kindergarten Concepts and Skills

With guidance from the teacher, students should be able to:

History and Geography

1. Identify sequential actions, such as *first, next, last*, in stories and use them to describe personal experiences. (H)
2. Use correctly words and phrases related to chronology and time *(now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs).* (H)
3. Use correctly the word *because* in the context of stories or personal experiences. (H)
4. Use correctly words and phrases that indicate location and direction, such as *up, down, near, far, left, right, straight, back, behind,* and *in front of.* (G)
5. Tell or show what a map is and what a globe is. (G)

Civics and Government

6. Give examples that show the meaning of the following concepts: *authority*, *fairness*, *justice*, *responsibility,* and *rules*. (C)

Economics

7. Use words relating to work, such as *jobs, money, buying,* and *selling*. (E)
8. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)

Pre-Kindergarten to Kindergarten Learning Standards

With guidance from the teacher, students should be able to:

PreK–K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)

A. Columbus Day
B. Independence Day
C. Martin Luther King, Jr. Day
D. Presidents' Day
E. Thanksgiving

PreK–K.2 Put events in their own and their families' lives in temporal order. (H)

PreK–K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)

PreK–K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)

PreK–K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)

PreK–K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)

PreK–K.7 Demonstrate understanding that there are important American symbols by identifying

A. the American flag and its colors and shapes
B. the melody of the national anthem
C. the picture and name of the current president
D. the words of the Pledge of Allegiance. (C)

PreK–K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)

PreK–K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)

PreK–K.10 Give examples of the things that people buy with the money they earn. (E)

GRADE 1
TRUE STORIES AND FOLK TALES FROM AMERICA AND FROM AROUND THE WORLD

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.

Grade 1 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time *(now, in the past, in the future)* and recognize the existence of changing historical periods *(other times, other places).*(H)
2. Place events in students' own lives in chronological order. (H)
3. Read dates on a calendar and associate them with days of the week. (H)
4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)
5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)
6. Define and locate the North and South Poles and the equator. (G)
7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

CIVICS AND GOVERNMENT

8. Give examples that show the meaning of the following words: *politeness, achievement, courage, honesty,* and *reliability*. (C)

ECONOMICS

9. Give examples of products (goods) that people buy and use. (E)
10. Give examples of services that people do for each other. (E)
11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)

Grade 1 Learning Standards

Building on knowledge from previous years, students should be able to:

United States Leaders, Symbols, Events, and Holidays

1.1 On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)

1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)

1.3 Identify and explain the meaning of American national symbols. (H, C)

A. the American flag
B. the bald eagle
C. the White House
D. the Statue of Liberty

1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as *America the Beautiful, My Country, 'tis of Thee, God Bless America,* and *The Star Spangled Banner* and explain the general meaning of the lyrics. (H, C)

1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)

1.6 Give reasons for noting the days that mark the changes in seasons. (G)

Individuals, Families, and Communities Now and Long Ago

1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medioa Pollito), describe the main characters and their qualities. (H)

1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)

Teachers are free to choose whatever biographies they wish.

1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

GRADE 2
E PLURIBUS UNUM: FROM MANY, ONE

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

Grade 2 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Use a calendar to identify days, weeks, months, years, and seasons. (H)
2. Use correctly words and phrases related to time *(now, in the past, in the future)*, changing historical periods *(other times, other places),* and causation *(because, reasons).* (H)
3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)
4. Describe how maps and globes depict geographical information in different ways. (G)
5. Read globes and maps and follow narrative accounts using them. (G, H)

CIVICS AND GOVERNMENT

6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C)
7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)

ECONOMICS

8. Give examples of people in the school and community who are both producers and consumers. (E)
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

Grade 2 Learning Standards

Building on knowledge from previous years, students should be able to:

2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)

2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)

2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)

2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)

2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)

2.6 Explain the difference between a continent and a country and give examples of each. (G)

2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)

2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)

GRADE 3
MASSACHUSETTS AND ITS CITIES AND TOWNS: GEOGRAPHY AND HISTORY

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

Grade 3 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Explain the meaning of time periods or dates in historical narratives *(decade, century, 1600s, 1776)* and use them correctly in speaking and writing. (H)
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)

CIVICS AND GOVERNMENT

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)
7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

ECONOMICS

8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)

Grade 3 Concepts and Skills (continued)

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)

    Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.

Grade 3 Learning Standards

Building on knowledge from previous years, students should be able to:

NEW ENGLAND AND MASSACHUSETTS

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

A. the purpose of the Mayflower Compact and its principles of self-government
B. challenges in settling in America
C. events leading to the first Thanksgiving

3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

A. the growth of towns and cities in Massachusetts before the Revolution
B. the Boston Tea Party
C. the beginning of the Revolution at Lexington and Concord
D. the Battle of Bunker Hill
E. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere

Grade 3 Learning Standards (continued)

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

Cities and Towns of Massachusetts

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)

GRADE 4
NORTH AMERICAN GEOGRAPHY
WITH OPTIONAL STANDARDS FOR ONE EARLY CIVILIZATION

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

Note: The grade 5 MCAS will cover only the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

Grade 4 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)
2. Interpret a map using information from its title, compass rose, scale, and legend. (G)
3. Observe and describe national historic sites and describe their function and significance. (H, C)

CIVICS AND GOVERNMENT

4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)
5. Give examples of the different ways immigrants can become citizens of the United States. (C)

Grade 4 Concepts and Skills (continued)

ECONOMICS

6. Define and give examples of natural resources in the United States. (E)
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)
8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

Grade 4 Learning Standards

Building on knowledge from previous years, students should be able to:

OPTIONAL STANDARDS FOR ANCIENT CHINA, C. 3000–200 BC/BCE

4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)

4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)

4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)

4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)

4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)

4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)

4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)

Grade 4 Learning Standards (continued)

North America

Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)

Building on knowledge from previous years, students should be able to:

Regions of the United States

4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)

4.10 Identify the states, state capitals, and major cities in each region. (G)

4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)

4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)

4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)

Grade 4 Learning Standards (continued)

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

A. at least three indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).

B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.

C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).

D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)

4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

CANADA

4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)

4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)

4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)

4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)

4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)

4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)

Grade 4 Learning Standards (continued)

Mexico

4.23 On a map of North America, locate Mexico and its major cities. (G)

4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)

4.25 Identify the language, major religion, and peoples of Mexico. (H)

4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

Optional Learning Standards for Central America and the Caribbean Islands[5]

4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)

4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)

4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados, and Jamaica). (H)

4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)

5 Districts, schools, and teachers may address these standards in grade 4 or grade 6.

GRADE 5
UNITED STATES HISTORY, GEOGRAPHY, ECONOMICS, AND GOVERNMENT: EARLY EXPLORATION TO WESTWARD MOVEMENT

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

The grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

Grade 5 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Identify different ways of dating historical narratives *(17th century, seventeenth century, 1600s, colonial period).* (H)
2. Interpret timelines of events studied. (H)
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)
4. Use maps and globes to identify absolute locations (latitude and longitude). (G)
5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)

Grade 5 Concepts and Skills (continued)

CIVICS AND GOVERNMENT

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county,* and *municipal*. (C)
9. Give examples of the responsibilities and powers associated with major federal and state officials (e.g., the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)
10. Explain the structure of the student's city or town government. (C)

ECONOMICS

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)
12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)
13. Define profit and describe how profit is an incentive for entrepreneurs. (E)
14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)

Grade 5 Learning Standards

Building on knowledge from previous years, students should be able to:

PRE-COLUMBIAN CIVILIZATIONS OF THE NEW WORLD AND EUROPEAN EXPLORATION, COLONIZATION, AND SETTLEMENT TO 1700

5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)

5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)

5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)

Grade 5 Learning Standards (continued)

5.3 (continued)

A. Vasco Nuñez de Balboa
B. John and Sebastian Cabot
C. Jacques Cartier
D. Samuel de Champlain
E. Christopher Columbus
F. Henry Hudson
G. Ferdinand Magellan
H. Juan Ponce de Leon
I. Amerigo Vespucci

5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)

A. the encounters between Cortez and Montezuma
B. the encounters between Pizarro and the Incas
C. the goals of the Spanish conquistadors
D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)

5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)

A. Lord Baltimore in Maryland
B. William Penn in Pennsylvania
C. John Smith in Virginia
D. Roger Williams in Rhode Island
E. John Winthrop in Massachusetts

5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

A. the relatively small number of colonists who came from other nations besides England
B. long experience with self-government
C. the high rates of literacy and education among the English colonial leaders
D. England's strong economic, intellectual, and military position

Grade 5 Learning Standards (continued)

THE POLITICAL, INTELLECTUAL, AND ECONOMIC GROWTH OF THE COLONIES, 1700–1775

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed. (H, E)

A. the fishing and shipbuilding industries
B. trans-Atlantic trade
C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)

5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

A. legislative bodies
B. town meetings
C. charters on individual freedom and rights

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

A. Sugar Act (1764)
B. Stamp Act (1765)
C. Townsend Duties (1767)
D. Tea Act (1773) and the Intolerable Acts (1774)
E. the slogan, "no taxation without representation"
F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

THE REVOLUTION AND THE FORMATION OF A FEDERAL GOVERNMENT UNDER THE CONSTITUTION, 1775–1789

5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)

Grade 5 Learning Standards (continued)

5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)

A. Lexington and Concord (1775)
B. Bunker Hill (1775)
C. Saratoga (1777)
D. Valley Forge (1777–1778)
E. Yorktown (1781)

5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)

A. John Adams
B. Benjamin Franklin
C. King George III
D. Alexander Hamilton
E. Thomas Jefferson
F. James Madison
G. George Washington

5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)

5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)

5.21 Describe Shays' s Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)

5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)

A. distribution of political power
B. rights of individuals
C. rights of states
D. the Great Compromise
E. slavery

The Principles and Institutions of American Constitutional Government

5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)

A. individual rights and responsibilities
B. equality
C. the rule of law
D. limited government
E. representative democracy

Grade 5 Learning Standards (continued)

5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)

5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)

THE FIRST FOUR PRESIDENCIES AND THE GROWTH OF THE REPUBLIC UNITED STATES TO 1820

5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)

5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)

5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)

A. British restrictions on trade and impressment
B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans

5.33 Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (H)

5.34 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E)

A. wagon train journeys on the Oregon and Santa Fe Trails
B. their settlements in the western territories

5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)

A. the debate over slavery and westward expansion
B. diverging economic interests

GRADE 6:
WORLD GEOGRAPHY

Sixth graders study the world outside of the United States and North America. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7.

In grade 6, students address standards that emphasize physical and political geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Location refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time. The concept of place refers to the physical and man-made characteristics of a place such as a town or city. Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings or altered them for economic reasons. The movement of people, goods, and ideas is the fourth concept. The fifth, region, refers to ways of categorizing areas of the earth, such as by climate or religion. (For related curriculum content, please see the Earth and Space Science Learning Standards for Grades 6–8 in the 2001 Massachusetts Science and Technology/Engineering Curriculum Framework.)

Grade 6 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation,* and *urbanization.* (G)
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data). (G)

Grade 6 Concepts and Skills (continued)

4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)
5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)
6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)
7. Use the following demographic terms correctly: *ethnic group, religious group,* and *linguistic group.* (G)

CIVICS AND GOVERNMENT

8. Define what a nation is and give examples of the different ways nations are formed. (C)
9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)

ECONOMICS

10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)
12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

    Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.
13. Identify the key elements of a market economy. (E)

    In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.
14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)
15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)

Grade 6 Learning Standards

AFRICA

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)

A.2 Use a map key to locate countries and major cities in Africa. (G, E)

A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

A.4 Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)

A.5 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)

Optional Topics for Study

- Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Africa. (G, H, E)
- Describe major ethnic and religious groups in various countries in Africa. (G, H, E)
- Explain how drought and desertification affect parts of Africa. (G, E)
- Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)
- Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E)
- Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)

Grade 6 Learning Standards (continued)

WESTERN ASIA (THE MIDDLE EAST)

Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)

WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)

WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

WA.4 Locate and describe the various ethnic and religious groups of the Middle East. (G, H, C, E)

WA.5 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

Optional Topics for Study

- Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Western Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)
- Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)
- Identify the methods used to compensate for the scarcity of water in some areas. (E)
- Identify where the Kurds live and what their political aspirations are. (H)
- Discuss the reasons for and the effects of the United Nations' attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)

Grade 6 Learning Standards (continued)

CENTRAL AND SOUTH ASIA

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)

CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)

CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)

Optional Topics for Study

- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Moslems. (H, G, C)
- Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development.
- Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)
- Describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics.
- Describe the general level of education in selected countries in Central and South Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Central and South Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Central and South Asia. (G, H, E)
- Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)

Grade 6 Learning Standards (continued)

SOUTHEAST ASIA AND OCEANIA

Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Vietnam

SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)

SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)

SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)

Optional Topics for Study

- Describe the general level of education in selected countries in Southeast Asia and Oceania and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Southeast Asia and Oceania. (G, H, E)
- Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. (G, H, E)
- Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)
- Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees. (G, H)
- Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H)
- Explain how Australia's and New Zealand's population size and location affect their capacity to engage in international trade. (G, E)

Grade 6 Learning Standards (continued)

North and East Asia

China, Japan, Mongolia, North Korea, Russia, South Korea

NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)

NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

NEA.4 Identify when Taiwan, North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)

Optional Topics for Study

- Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in East Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)
- Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)
- Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)
- Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)
- Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)
- Describe and explain the status of Taiwan. (H, G)
- Identify the number of time zones the Asiatic part of Russia spans; identify the routes used by Russian explorers, traders, and religious dissidents to cross into what is now Alaska. (H,G)

Grade 6 Learning Standards (continued)

EUROPE

Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City, Yugoslavia

E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.

E.2 Use a map key to locate countries and major cities in Europe. (G)

E.3 Explain how the following five factors have influenced settlement and the economies of major European countries (G, E)

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

Optional Topics for Study

- Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Europe. (G, H, E)
- Describe major ethnic and religious groups in various countries in Europe. (G, H, E)
- Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages. (G, H, E)
- Describe the purposes and achievements of the European Union. (H, E)
- Identify the countries that were once part of the Soviet Union in the Baltic area, Central Asia, Southern Russia, and the Caucasus, and compare the population and size of the former Soviet Union with that of present day Russia. (H, G)
- Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia. (H, G)

Grade 6 Learning Standards (continued)

SOUTH AMERICA

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K.), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)

SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)

SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries.

A. absolute and relative locations
B. climate
C. major physical characteristics
D. major natural resources
E. population size

SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).

Optional Topics for Study

- Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in South America. (G, H, E)
- Describe major ethnic and religious groups in selected countries in South America. (G, H, E)
- Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)

GRADE 7:
ANCIENT AND CLASSICAL CIVILIZATIONS IN THE MEDITERRANEAN TO THE FALL OF THE ROMAN EMPIRE: IDEAS THAT SHAPED HISTORY

Seventh graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning.

Note: The grade 7 MCAS will cover the world geography, history, economics, and civics standards, concepts, and skills of grades 6 and 7.

Grade 7 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

1. Compare information shown on modern and historical maps of the same region. (G)
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives *(decade, age, era, century, millennium, AD/CE, BC/BCE, c.,* and *circa).* Identify in BC/BCE dates the higher number as indicating the older year *(that is, 3000 BC/BCE is earlier than 2000 BC/BCE)* (H)
3. Construct and interpret timelines of events and civilizations studied. (H)
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
5. Identify multiple causes and effects when explaining historical events. (H)
6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

CIVICS AND GOVERNMENT

7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law,* and *military.* (C)

Grade 7 Concepts and Skills (continued)

Economics

8. Define and apply economic concepts learned in prekindergarten through grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply,* and *demand.* (E)

Grade 7 Learning Standards

Building on knowledge from previous years, students should be able to:

Human Origins in Africa through the Neolithic Age

7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)

7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)

7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)

7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)

7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)

7.6 Identify the characteristics of civilizations. (H, G, E)

A. the presence of geographic boundaries and political institutions
B. an economy that produces food surpluses
C. a concentration of population in distinct areas or cities
D. the existence of social classes
E. developed systems of religion, learning, art, and architecture
F. a system of record keeping

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500–1200 BC/BCE

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)

Grade 7 Learning Standards (continued)

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)

7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)

7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E)

A. its system of writing (and its importance in record keeping and tax collection)
B. monumental architecture (the ziggurat)
C. art (large relief sculpture, mosaics, and cylinder seals)

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)

EGYPT: AN ANCIENT RIVER CIVILIZATION, C. 3000–1200 BC/BCE

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)

7.13 Describe the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt. (H, G)

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)

7.16 Summarize important achievements of Egyptian civilization. (H)

A. the agricultural system
B. the invention of a calendar
C. monumental architecture and art such as the Pyramids and Sphinx at Giza
D. hieroglyphic writing
E. the invention of papyrus

PHOENICIA, C. 1000–300 BC/BCE

7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)

7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000–300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

THE ROOTS OF WESTERN CIVILIZATION: ANCIENT ISRAEL, C. 2000 BC/BCE–70 AD/CE

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)

7.20 Identify the ancient Israelites, or Hebrews, trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)

7.21 Describe the monotheistic religion of the Israelites. (H)

A. the belief that there is one God
B. the Ten Commandments
C. the emphasis on individual worth and personal responsibility
D. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
E. the Hebrew Bible (Old Testament) as part of the history of early Israel.

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

THE ROOTS OF WESTERN CIVILIZATION: ANCIENT GREECE, C. 800–300 BC/BCE

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)

Grade 7 Learning Standards (continued)

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)

A. the "polis" or city-state
B. civic participation and voting rights
C. legislative bodies
D. constitution writing
E. rule of law

7.27 Compare and contrast life in Athens and Sparta. (H)

7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)

7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)

7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)

7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)

7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)

7.34 Describe the purposes and functions of development of Greek institutions such as the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)

A. Thales (science)
B. Pythagoras and Euclid (mathematics)
C. Hippocrates (medicine)
D. Socrates, Plato, and Aristotle (philosophy)
E. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
F. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
G. the development of the first complete alphabet with symbols for consonants and vowels

The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE–500 AD/CE

7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)

7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)

Grade 7 Learning Standards (continued)

7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)

A. Romulus and Remus
B. Hannibal and the Carthaginian Wars
C. Cicero
D. Julius Caesar and Augustus
E. Hadrian

7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)

7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)

A. Military organization, tactics, and conquests; and decentralized administration
B. the purpose and functions of taxes
C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
D. the benefits of a Pax Romana

7.40 Describe the characteristics of slavery under the Romans. (H)

7.41 Describe the origins of Christianity and its central features. (H)

A. monotheism
B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
C. the concept of salvation
D. belief in the Old and New Testament
E. the lives and teachings of Jesus and Saint Paul
F. the relationship of early Christians to officials of the Roman Empire

7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)

7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)

7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)

GRADES 8–12
PATHWAYS

Listed below are five possible sequences for grades 8 through 12. Districts may choose any of these sequences or design one of their own so long as they accommodate the assessment on the standards, skills, and concepts listed for both U.S. History I and II, at the end of either grade 10 or 11.

Pathway 1
Grade 8: World History I, 500–1800
Grade 9: World History II, 1800–2001
Grade 10: U.S. History I, 1763–1877
Grade 11: U.S. History II, 1877–2001[6]
Grade 12 electives: U.S. Government and Economics

Pathway 2
Grade 8: World History I, 500–1800
Grade 9: U.S. History I, 1763–1877
Grade 10: U.S. History II, 1877–2001[7]
Grade 11: World History II, 1800–2001
Grade 12 electives: U.S. Government and Economics

Pathway 3
Grade 8: U.S. History I, 1763–1877
Grade 9: World History I, 500–1800
Grade 10: World History II, 1800–2001
Grade 11: U.S. History II, 1877–2001[8]
Grade 12 electives: U.S. Government and Economics

Pathway 4
Grade 8: World History I, 500–1500
Grade 9: World History II, 1500–1800
Grade 10: U.S. History I, 1763–1877
Grade 11: U.S. History II, 1877–2000[9]
Grade 12: World History III, 1800–2001

Pathway 5
Grade 8: World History I, 500–1500
Grade 9: U.S. History I, 1763–1877
Grade 10: U.S. History II, 1877–2000[10]
Grade 11: World History II, 1500–1800
Grade 12: World History III, 1800–2001

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6 Under Pathway 1, the MCAS assessment in U.S. History would be administered at the end of grade 11.

7 Under Pathway 2, the MCAS assessment in U.S. History would be administered at the end of grade 10.

8 Under Pathway 3, the MCAS assessment in U.S. History would be administered at the end of grade 11.

9 Under Pathway 4, the MCAS assessment in U.S. History would be administered at the end of grade 11.

10 Under Pathway 5, the MCAS assessment in U.S. History would be administered at the end of grade 10.

GRADES 8–12
CONCEPTS AND SKILLS

The concepts and skills for grades 8 through 12 are defined below. The concepts and skills may be taught at the grade level that each district deems appropriate.

Concepts and Skills, Grades 8–12

Students should be able to:

HISTORY AND GEOGRAPHY

1. Apply the skills of prekindergarten through grade seven.
2. Identify multiple ways to express time relationships and dates *(*for example, *1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s).* Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
9. Distinguish intended from unintended consequences. (H, E, C)
10. Distinguish historical fact from opinion. (H, E, C)
11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)

CIVICS AND GOVERNMENT

12. Define and use correctly the following words and terms: *Magna Carta, parliament, habeas corpus, monarchy*, and *absolutism*. (C)

Concepts and Skills, Grades 8–12 (continued)

General Economics Skills

13. Define and use correctly *mercantilism, feudalism, economic growth,* and *entrepreneur.* (E)
14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
16. Define and use correctly *gross domestic product, economic growth, recession, depression, unemployment, inflation,* and *deflation.* (E)
17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
22. Define and distinguish between *absolute* and *comparative advantage*, and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
23. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
24. Differentiate between fiscal and monetary policy. (E)

U.S. Economics Skills

25. Explain the basic economic functions of the government in the economy of the United States. (E)
26. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

World History I
The World from the Fall of Rome through the Enlightenment

Students study the development of world civilizations after the fall of the Roman Empire. Students study the history of the major empires and political entities of this period: the Ottoman Empire, the Moghul Empire, the Chinese dynasties, the Byzantine Empire, and the major pre-Columbian civilizations that existed in Central and South America. Students examine the important political, economic, and religious developments of this period, including the development of Christianity and Islam, the conflicts between them in different parts of the world, and the beginnings of European influence on the Western Hemisphere. Finally, students study the development of democratic, scientific, and secular thought in the major events and developments of European history. To the extent practical, students study the origins and development of major civilizations in Africa, India and East Asia.

World History I Learning Standards

Building on knowledge from previous years, students should be able to:

The Emergence and Expansion of Islam to 1500

WHI.1 On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)

WHI.2 Describe significant aspects of Islamic belief. (H)

A. the life and teachings of Muhammad
B. the significance of the Qur'an as the primary source of Islamic belief
C. Islam's historical relationship to Judaism and Christianity
D. the relationship between government and religion in Muslim societies

WHI.3 Analyze the causes, and course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G)

A. the strength of the Islamic world's economy and culture
B. the training of Muslim soldiers and the use of advanced military techniques
C. the disorganization and internal divisions of Islam's enemies
D. the resistance and/or assimilation of Christianized peoples in the Mediterranean

WHI.4 Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)

A. the sources of disagreement between Sunnis and Shi'ites
B. the growing influence of Turkish Islam after 1000
C. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China

World History I Learning Standards (continued)

D. the relationship of trade to the growth of Central Asian and Middle Eastern cities
E. the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on.

WHI.5 Analyze the influence and achievements of Islamic civilization during its "Golden Age." (H)

A. the preservation and expansion of Greek thought
B. Islamic science, philosophy, and mathematics
C. Islamic architecture

The Medieval Period in Europe to 1500

WHI.6 Describe the rise and achievements of the Byzantine Empire. (H)

A. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion.
B. the importance of Justinian and the Code of Justinian
C. the preservation of Greek and Roman traditions
D. the construction of the Church of the Holy Wisdom (Hagia Sophia).

WHI.7 Describe the major economic, social, and political developments that took place in medieval Europe. (H, E)

A. the growing influence of Christianity and the Catholic Church
B. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization
C. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class
D. the economic and social effects of the spread of the Black Death or Bubonic Plague
E. the growth and development of the English and French nations

WHI.8 Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus. (H, C)

The Encounters Between Christianity and Islam to 1500

WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity, including the Muslim wars against Christianity before the European Crusades and the causes, course, and consequences of the European European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)

WHI.10 Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)

WHI.11 Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492. (H)

World History I Learning Standards (continued)

The Origins of European Western Expansion and the Civilizations of Central and South America

WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)

WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. (H, G, E)

WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)

African History to 1800

WHI.15 Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)

WHI.16 Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E)

WHI.17 Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H)

WHI.18 Identify the locations and time periods of the empires of Ghana, Mali, and Songhay. (H, G)

WHI.19 Describe important political and economic aspects of the African empires. (H, E)

A. the economies of these empires (gold, salt, and slaves as commodities for trade by African kings)
B. leaders such as Sundiata and Mansa Musa
C. Timbuktu as a center of trade and learning

WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G)

Indian History to 1800

WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H)

A. the origins of Indian civilization in the Indus Valley
B. the evolution and central principles of Hinduism
C. the development of the caste system

D. the influence of Islam and the rise and fall of the Moghul empire
E. artistic and intellectual achievements, including the development of a decimal system

WHI.22 Describe the growth of British influence in India and the emergence of the British Raj. (H)

HISTORY OF CHINA, JAPAN, AND KOREA TO 1800

WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th century. (H)

A. the role of kinship and Confucianism in maintaining order and hierarchy
B. the political order established by the various dynasties that ruled China
C. the role of civil servants/scholars in maintaining a stable political and economic order

WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)

WHI.25 Summarize the major economic, political, and religious developments in Japanese history to 1800. (H)

A. the evolution of Shinto and Japanese Buddhism
B. the development of feudalism
C. the rise of the Shoguns and the role of the samurai

WHI.26 Describe Japan's cultural and economic relationship to China and Korea. (H, G)

WHI.27 Describe the influence and consequences of Japanese isolationism to 1800. (H, G)

WHI.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan. (H, G)

RENAISSANCE AND THE REFORMATION IN EUROPE

WHI.29 Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)

WHI.30 Describe origins and effects of the Protestant Reformation. (H)

A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin
B. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church
C. the weakening of a uniform Christian faith
D. the consolidation of royal power

World History I Learning Standards (continued)

WHI.31 Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola. (H)

WHI.32 Explain the role of religion in the wars among European nations in the 15th and 16th centuries. (H)

Scientific Revolution and the Enlightenment in Europe

WHI.33 Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)

WHI.34 Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire. (H)

WHI.35 Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation. (H)

The Growth and Decline of Islamic Empires

WHI.36 Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East. (H, E)

WHI.37 Describe the expansion of Islam into India from the 13th through the 17th century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus. (H, E)

WHI.38 Account for the declining strength of the Ottoman Empire beginning in the 17th century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution. (H, E)

World History II
The Rise of the Nation State to the Present

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

World History II Learning Standards

The Growth of the Nation State in Europe

WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E)

A. the rise of the French monarchy, including the policies and influence of Louis XIV
B. the Thirty Years War and the Peace of Westphalia
C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia
D. the rise of Prussia
E. Poland and Sweden

WHII.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C)

A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688
B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament

WHII.3 Summarize the important causes and events of the French Revolution. (H, C, E)

Causes:

A. the effect of Enlightenment political thought
B. the influence of the American Revolution
C. economic troubles and the rising influence of the middle class
D. government corruption and incompetence

Events:

A. the role of the Estates General and the National Assembly
B. the storming of the Bastille on July 14, 1789
C. the 1789 Declaration of the Rights of Man and the Citizen
D. the execution of Louis XVI in 1793
E. the Terror
F. the rise and fall of Napoleon
G. the Congress of Vienna

WHII.4 Summarize the major effects of the French Revolution. (H)

A. its contribution to modern nationalism and its relationship to totalitarianism
B. the abolition of theocratic absolutism in France
C. the abolition of remaining feudal restrictions and obligations
D. its support for ideas of popular sovereignty, religious tolerance, and legal equality

INDUSTRIAL REVOLUTION AND SOCIAL AND POLITICAL CHANGE IN EUROPE, 1800–1914

WHII.5 Identify the causes of the Industrial Revolution. (H, E)

A. the rise in agricultural productivity
B. transportation improvements such as canals and railroads
C. the influence of the ideas of Adam Smith
D. new sources of energy such as coal and technological innovations such as the steam engine

WHII.6 Summarize the social and economic impact of the Industrial Revolution. (H, E)

A. the vast increases in productivity and wealth
B. population and urban growth
C. the growth of a middle class
D. problems caused by urbanization and harsh working conditions

WHII.7 Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. (H, E)

WHII.8 Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies. (H)

WHII.9 Explain the impact of various social and political reforms and reform movements in Europe. (H, C, E)

A. liberalism
B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance
C. the expansion of voting rights

World History II Learning Standards (continued)

WHII.10 Summarize the causes, course, and consequences of the unification of Italy and Germany. (H)

A. Germany's replacement of France as the dominant power in continental Europe
B. the role of Cavour and Bismarck in the unification of Italy and Germany

WHII.11 Describe the causes of 19th century European imperialism. (H, E)

A. the desire for economic gain and resources
B. the missionary impulse and the search for strategic advantage and national pride

Asian, African, and Latin American History in the 19th and early 20th centuries

WHII.12 Identify major developments in Indian history in the 19th and early 20th centuries. (H, E)

A. the economic and political relationship between India and Britain
B. the building of roads, canals, railroads, and universities
C. the rise of Indian nationalism and the influence and ideas of Gandhi

WHII.13 Identify major developments in Chinese history in the 19th and early 20th centuries. (H, E)

A. China's explosive population growth between 1750 and 1850
B. Decline of the Manchu dynasty beginning in the late 18th century
C. Growing Western influence
D. The Opium War
E. The Taiping rebellion from 1850 to 1864
F. The Boxer Rebellion
G. Sun Yat-Sen and the 1911 nationalist revolution

WHII.14 Identify major developments in Japanese history in the 19th and early 20th centuries. (H, E)

A. the Meiji Restoration
B. the abolition of feudalism
C. the borrowing and adaptation of western technology and industrial growth
D. Japan's growing role in international affairs

WHII.15 Identify major developments of African history in the 19th and early 20th centuries. (H, E)

A. Africa's interaction with imperialism
B. agricultural changes improvements and new patterns of employment
C. the origins of African nationalism

World History II Learning Standards (continued)

WHII.16 Identify the major developments of Latin American history to the early 20th century. (H, E)

A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions
B. economic and social stratification
C. the role of the church
D. the importance of trade
E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal
F. the Mexican Revolution

THE GREAT WARS, 1914–1945

WHII.17 Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I. (H, E)

WHII.18 Summarize the major events and consequences of World War I. (H, E)

A. physical and economic destruction
B. the League of Nations and attempts at disarmament
C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia
D. post-war economic and political instability in Germany
E. the Armenian genocide in Turkey
F. the unprecedented loss of life from prolonged trench warfare

WHII.19 Identify the major developments in the Middle East and Central Asia before World War II. (H, E)

A. the end of the Ottoman Empire
B. the Balfour Declaration of 1917
C. the expulsion of the Greeks from Asia Minor
D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk
E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British
F. the growing importance of Middle Eastern oil fields to world politics and the world economy

World History II Learning Standards (continued)

WHII.20 Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. (H, E)

A. restrictive monetary policies
B. unemployment and inflation
C. political instability
D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and ideas of Mussolini, Hitler, Lenin, and Stalin. (H)

WHII.22 Summarize the consequences of Soviet communism to 1945. (H, E)

A. the establishment of a one-party dictatorship under Lenin
B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization
C. the destruction of individual rights and the use of mass terror against the population, the use of terror against internal enemies, and the destruction of individual rights
D. the Soviet Union's emergence as an industrial power

WHII.23 Describe the German, Italian, and Japanese drives for empire in the 1930s. (H)

A. Italy's invasion of Ethiopia in 1935
B. the Japanese invasion of China and the Rape of Nanking
C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland

WHII.24 Summarize the key battles and events of World War II. (H)

A. The German conquest of continental Europe
B. The Battle of Britain
C. Pearl Harbor
D. The Bataan Death March
E. El Alamein
F. Midway
G. Stalingrad
H. D-Day
I. Battle of the Bulge
J. Iwo Jima
K. Okinawa

WHII.25 Identify the goals, leadership, and post-war plans of the allied leaders. (H)

A. Winston Churchill
B. Franklin D. Roosevelt
C. Joseph Stalin

WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews. (H)

WHII.27 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects. (H)

World History II Learning Standards (continued)

WHII.28 Explain the consequences of World War II. (H, E)

A. physical and economic destruction
B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities
C. support in Europe for political reform and decolonization
D. the emergence of the U.S. and the Soviet Union as the world's two superpowers

WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)

Cold War Era, 1945–1989

WHII.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. (H, C)

WHII.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies. (H)

WHII.32 Describe the development of the arms race and the key events of the Cold War era. (H)

A. the Korean War
B. the emergence of the People's Republic of China as a major power
C. the 1956 uprising in Hungary
D. Soviet-U.S. competition in the Middle East
E. conflicts involving Cuba and Berlin
F. the Vietnam War
G. the "Prague Spring"
H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon
I. the Soviet war in Afghanistan

WHII.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. (H)

WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution. (H, E)

A. Communist Party attempts to eliminate internal opposition
B. the Great Leap Forward and its consequences (famine)
C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)
D. the 1989 Tiananmen Square demonstration
E. China's economic modernization and its growing involvement in world trade

WHII.35 Describe the global surge in economic productivity during the Cold War and describe its consequences. (H, E)

A. the rise in living standards
B. the economic recovery and development of Germany and Japan

World History II Learning Standards (continued)

WHII.36 Explain the various factors that contributed to post-World War II economic and population growth. (H, E)

A. the long post-war peace between democratic nations
B. the policies of international economic organizations
C. scientific, technological, and medical advances

WHII.37 Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. (H)

A. Albert Einstein and the Theory of Relativity
B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy
C. Wernher von Braun and space exploration
D. Jonas Salk and the polio vaccine
E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project

WHII.38 Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. (H)

A. Fidel Castro (Cuba)
B. Patrice Lumumba (Congo)
C. Ho Chi Minh (Vietnam)
D. Gamal Abdel Nasser (Egypt)
E. Jawaharlal Nehru (India)
F. Juan Peron (Argentina)

WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H)

A. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine
B. anti-Semitism and the Holocaust
C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries
E. the 1967 and 1973 wars between Israel and neighboring Arab states
F. the attempts to secure peace between Palestinians and Israelis

THE CONTEMPORARY WORLD, 1989–2001

WHII.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. (H, E)

A. the weaknesses of the Soviet command economy
B. the burdens of Soviet military commitments
C. the anticommunist policies of President Reagan
D. the resistance to communism in the Soviet Union and Eastern Europe

World History II Learning Standards (continued)

WHII.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. (H, C)

A. Mikhail Gorbachev
B. Vaclav Havel
C. Andrei Sakharov
D. Aleksander Solzhenitsyn
E. Lech Walesa

WHII.42 Analyze the consequences of the Soviet Union's breakup. (H, E)

A. the development of market economies
B. political and social instability
C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations

WHII.43 Identify the sources of ethnic and religious conflicts in the following nations and regions. (H)

A. Northern Ireland
B. the Balkans
C. Sudan and Rwanda
D. Sri Lanka
E. Kashmir

WHII.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela. (H)

WHII.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries. (H)

WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. (H)

WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades. (H, E)

A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others
B. the Iranian Revolution of 1978–1979
C. Defeat of the Soviet Union by the Mujahideen in Afghanistan
D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein
E. the financial support of radical and terrorist organizations by the Saudis
F. the increase in terrorist attacks against Israel and the United States

WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C. (H)

U.S. History I
The Revolution through Reconstruction, 1763–1877

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

The reading of primary source documents is a key feature of the two-year set of U.S. history standards. Below the appropriate standards are listed selected primary source documents with which students should become familiar. Students should read an excerpt or the whole text when appropriate. Those documents listed as "*seminal primary documents to read*" are required and may be included in the history and social science MCAS. Those documents listed as "*seminal primary documents to consider*" are only suggested.

In addition to the seven broad historical themes articulated in the introductory pages of this document, teachers of U.S. history might also consider the two following themes that are specific to U.S. history. These are suggestions only, and we encourage history and social science teachers to develop other themes that might help students gain a deeper understanding of U.S. history in high school.

The origins and impact of sectionalism on American life and politics. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the origins, development, and importance of sectionalism in American history. The standards address the political and economic differences between the North and the South, the Civil War and its aftermath, and the continued importance of sectionalism through the 20th century.

The rise and continuing international influence of the United States. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the rise and growing role of the United States in world affairs to the present day. The standards address the reasons for and the consequences of America's rise to hemispheric influence in the 19th century, and America's rise to global influence in the 20th century.

U.S. History I Learning Standards

THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION: THE REVOLUTION AND THE CONSTITUTION, 1763–1789

USI.1 Explain the political and economic factors that contributed to the American Revolution. (H, C)

A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

USI.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)

A. the legacy of ancient Greece and Rome
B. the political theories of such European philosophers as Locke and Montesquieu

Seminal Primary Documents to Read: Mayflower Compact (1620)

Seminal Primary Documents to Consider: Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690)

USI.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)

Seminal Primary Documents to Read: the Declaration of Independence (1776)

Seminal Primary Documents to Consider: the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)

USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)

USI.5 Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)

A. the Boston Massacre
B. the Boston Tea Party
C. the Battles of Lexington and Concord and Bunker Hill
D. Sam Adams, John Adams, and John Hancock

Seminal Primary Documents to Consider: the Massachusetts Constitution (1780)

USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's Rebellion) leading to the Constitutional Convention. (H, C)

Seminal Primary Documents to Read: the Northwest Ordinance (1787)

U.S. History I Learning Standards (continued)

USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached. (H, C)

Major Debates

A. the distribution of political power
B. the rights of individuals
C. the rights of states
D. slavery

Founders

A. Benjamin Franklin
B. Alexander Hamilton
C. James Madison
D. George Washington

Seminal Primary Documents to Read: the U.S. Constitution

USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)

Seminal Primary Documents to Read: Federalist Paper number 10

Seminal Primary Documents to Consider: Federalist Papers numbers 1, 9, 39, 51, and 78

USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)

A. the influence of the British concept of limited government
B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

Seminal Primary Documents to Read: the Bill of Rights (1791)

Seminal Primary Documents to Consider: Magna Carta (1215) and the English Bill of Rights (1689)

USI.10 On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

U.S. History I Learning Standards (continued)

THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY[11]

USI.11 Describe the purpose and functions of government. (H, C)

USI.12 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)

USI.13 Explain why the United States government is classified as a democratic government. (H, C)

USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)

USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)

USI.17 Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)

USI.18 Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)

USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

USI.20 Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)

USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)

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[11] Though this unit on government is placed here, it can be studied at any juncture during the course of this set of standards.

U.S. History I Learning Standards (continued)

Political Democratization, Westward Expansion, and Diplomatic Developments, 1790–1860

USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809). (H, C)

A. the origins of the Federalist and Democratic-Republican parties in the 1790s
B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
C. the Alien and Sedition Acts
D. the Louisiana Purchase

Seminal Primary Documents to Consider: Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801)

USI.23 Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)

Seminal Primary Documents to Consider: Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H)

A. the spoils system
B. Jackson's veto of the National Bank
C. Jackson's policy of Indian Removal

USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803). (H, C)

USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)

A. the War of 1812
B. the purchase of Florida in 1819
C. the 1823 Monroe Doctrine
D. the Cherokees' Trail of Tears
E. the annexation of Texas in 1845
F. the concept of Manifest Destiny and its relationship to westward expansion
G. the acquisition of the Oregon Territory in 1846
H. the territorial acquisitions resulting from the Mexican War
I. the search for gold in California
J. the Gadsden Purchase of 1854

U.S. History I Learning Standards (continued)

Economic Growth in the North and South, 1800–1860

USI.27 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

A. the technological improvements and inventions that contributed to industrial growth
B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
C. the rise of a business class of merchants and manufacturers
D. the roles of women in New England textile factories

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

Seminal Primary Documents to Read: Frederick Douglass's Independence Day speech at Rochester, New York (1852)

Social, Political, and Religious Change, 1800–1860

USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

A. Frederick Douglass
B. William Lloyd Garrison
C. Sojourner Truth
D. Harriet Tubman
E. Theodore Weld

USI.32 Describe important religious trends that shaped antebellum America. (H)

A. the increase in the number of Protestant denominations
B. the Second Great Awakening
C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration

U.S. History I Learning Standards (continued)

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

A. the 1848 Seneca Falls convention
B. Susan B. Anthony
C. Margaret Fuller
D. Lucretia Mott
E. Elizabeth Cady Stanton

Seminal Primary Documents to Read: the Seneca Falls Declaration of Sentiments and Resolutions (1848)

USI.34 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)

THE CIVIL WAR AND RECONSTRUCTION, 1860–1877

USI.35 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)

USI.36 Summarize the critical developments leading to the Civil War. (H)

A. the Missouri Compromise (1820)
B. the South Carolina Nullification Crisis (1832–1833)
C. the Wilmot Proviso (1846)
D. the Compromise of 1850
E. the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851–1852)
F. the Kansas-Nebraska Act (1854)
G. the Dred Scott Supreme Court case (1857)
H. the Lincoln-Douglas debates (1858)
I. John Brown's raid on Harper's Ferry (1859)
J. the election of Abraham Lincoln (1860)

USI.37 On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)

USI.38 Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)

Seminal Primary Documents to Read: Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865)

Seminal Primary Documents to Consider: Lincoln's "House Divided" speech (1858)

U.S. History I Learning Standards (continued)

USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)

Leaders

A. Jefferson Davis
B. Ulysses S. Grant
C. Robert E. Lee

Battles

A. the Massachusetts 54th Regiment and the Battle at Fort Wagner
B. Antietam
C. Vicksburg
D. Gettysburg

USI.40 Provide examples of the various effects of the Civil War. (H, E)

A. physical and economic destruction
B. the increased role of the federal government
C. the greatest loss of life on a per capita basis of any U.S. war before or since

USI.41 Explain the policies and consequences of Reconstruction. (H, C)

A. Presidential and Congressional Reconstruction
B. the impeachment of President Johnson
C. the 13th, 14th, and 15th Amendments
D. the opposition of Southern whites to Reconstruction
E. the accomplishments and failures of Radical Reconstruction
F. the presidential election of 1876 and the end of Reconstruction
G. the rise of Jim Crow laws
H. the Supreme Court case, *Plessy v. Ferguson* (1896)

U.S. History II
Reconstruction to the Present, 1877–2001

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

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U.S. History II Learning Standards

Industrial America and Its Emerging Role in International Affairs, 1870–1920

USII.1 Explain the various causes of the Industrial Revolution. (H, E)

A. the economic impetus provided by the Civil War
B. important technological and scientific advances
C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt

USII.2 Explain the important consequences of the Industrial Revolution. (H, E)

A. the growth of big business
B. environmental impact
C. the expansion of cities

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

Seminal Primary Documents to Read: Emma Lazarus, "The New Colossus" (1883)

Seminal Primary Documents to Consider: Younghill Kang, *East Goes West* (1937)

USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)

A. the Knights of Labor
B. the American Federation of Labor headed by Samuel Gompers
C. the Populist Party
D. the Socialist Party headed by Eugene Debs

USII.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)

A. the influence of the ideas associated with Social Darwinism
B. the purchase of Alaska from Russia
C. America's growing influence in Hawaii leading to annexation
D. the Spanish-American War
E. U.S. expansion into Asia under the Open Door policy
F. President Roosevelt's Corollary to the Monroe Doctrine
G. America's role in the building of the Panama Canal
H. President Taft's Dollar Diplomacy
I. President Wilson's intervention in Mexico
J. American entry into World War I

U.S. History II Learning Standards (continued)

USII.7 Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)

Seminal Primary Documents to Read: President Woodrow Wilson, "Peace Without Victory," speech (1917)

THE AGE OF REFORM: PROGRESSIVISM AND THE NEW DEAL, 1900–1940

USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People

A. Jane Addams
B. William Jennings Bryan
C. John Dewey
D. Robert La Follette
E. President Theodore Roosevelt
F. Upton Sinclair
G. President William H. Taft
H. Ida Tarbell
I. President Woodrow Wilson

Policies

A. bans against child labor
B. the initiative referendum and its recall
C. the Sherman Anti-Trust Act (1890)
D. the Pure Food and Drug Act (1906)
E. the Meat Packing Act (1906)
F. the Federal Reserve Act (1913)
G. the Clayton Anti-Trust Act (1914)
H. the ratification of the Nineteenth Amendment in 1920

Seminal Primary Documents to Read: President Theodore Roosevelt, "The New Nationalism," speech (1910).

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

A. Carrie Chapman Catt
B. W.E.B. Du Bois
C. Marcus Garvey
D. the National Association for the Advancement of Colored People (NAACP)
E. Alice Paul
F. Booker T. Washington

U.S. History II Learning Standards (continued)

Seminal Primary Documents to Consider: Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)

USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)

A. the Boston police strike in 1919
B. the Red Scare and Sacco and Vanzetti
C. racial and ethnic tensions
D. the Scopes Trial and the debate over Darwin's *On the Origins of Species*
E. Prohibition

USII.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

A. restrictive monetary policies
B. unemployment
C. support for political and economic reform
D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

USII.12 Analyze the important polices, institutions, and personalities of the New Deal era. (H)

People

A. President Herbert Hoover
B. President Franklin D. Roosevelt
C. Eleanor Roosevelt
D. Huey Long
E. Charles Coughlin

Policies

A. the establishment of the Federal Deposit Insurance Corporation
B. the Securities and Exchange Commission
C. the Tennessee Valley Authority
D. the Social Security Act
E. the National Labor Relations Act
F. the Works Progress Administration
G. the Fair Labor Standards Act

Institutions

A. the American Federation of Labor
B. the Congress of Industrial Organizations
C. the American Communist Party

U.S. History II Learning Standards (continued)

USII.13 Explain how the Great Depression and the New Deal affected American society. (H)

A. the increased importance of the federal government in establishing economic and social policies
B. the emergence of a "New Deal coalition" consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics

WORLD WAR II, 1939–1945

USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)

USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H, G)

A. Fascism in Germany and Italy
B. German rearmament and militarization of the Rhineland
C. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland
D. Japan's invasion of China and the Rape of Nanking
E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

Seminal Primary Documents to Read: President Franklin Roosevelt, "Four Freedoms," speech (1941)

Seminal Primary Documents to Consider: Justice Robert M. Jackson's opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943) and Learned Hand's *The Spirit of Liberty* (1944)

USII.16 Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

USII.17 Explain important domestic events that took place during the war. (H, E)

A. how war-inspired economic growth ended the Great Depression
B. A. Philip Randolph and the efforts to eliminate employment discrimination
C. the entry of large numbers of women into the workforce
D. the internment of West Coast Japanese-Americans in the U.S. and Canada

U.S. History II Learning Standards (continued)

THE COLD WAR ABROAD, 1945–1989

USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)

A. the differences between the Soviet and American political and economic systems
B. Soviet aggression in Eastern Europe
C. the Truman Doctrine, the Marshall Plan, and NATO

Seminal Primary Documents to Read: The Truman Doctrine (1947), and George Kennan, "The Sources of Soviet Conduct" (1947)

USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)

A. the Korean War
B. Germany
C. China
D. the Middle East
E. the arms race
F. Latin America
G. Africa
H. the Vietnam War

USII.20 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

Seminal Primary Documents to Read: President John F. Kennedy, Inaugural Address (1961)

Seminal Primary Documents to Consider: President Ronald Reagan, Speech at Moscow State University (1988)

U.S. History II Learning Standards (continued)

COLD WAR AMERICA AT HOME: ECONOMIC GROWTH AND OPTIMISM, ANTICOMMUNISM, AND REFORM, 1945–1980

USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)

A. economic growth and declining poverty
B. the baby boom
C. the growth of suburbs and home-ownership
D. the increase in education levels
E. the development of mass media and consumerism

USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)

A. Truman's Fair Deal
B. the Taft-Hartley Act (1947)
C. Eisenhower's response to the Soviet's launching of Sputnik
D. Eisenhower's civil rights record

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

People

A. Whittaker Chambers
B. Alger Hiss
C. J. Edgar Hoover
D. Senator Joseph McCarthy
E. Julius and Ethel Rosenberg

Institutions

A. the American Communist Party (including its close relationship to the Soviet Union)
B. the Federal Bureau of Investigation (FBI)
C. the House Committee on Un-American Activities (HUAC)

USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)

People

A. Robert Kennedy
B. Martin Luther King, Jr.
C. Thurgood Marshall
D. Rosa Parks
E. Malcolm X

Institution

the National Association for the Advancement of Colored People (NAACP)

U.S. History II Learning Standards (continued)

Events

A. *Brown v. Board of Education* (1954)
B. the 1955–1956 Montgomery Bus Boycott
C. the 1957–1958 Little Rock School Crisis
D. the sit-ins and freedom rides of the early 1960s
E. the 1963 civil rights protest in Birmingham
F. the 1963 March on Washington
G. the 1965 civil rights protest in Selma
H. the 1968 assassination of Martin Luther King, Jr.

Seminal Primary Documents to Read: Reverend Martin Luther King's, "I Have A Dream" speech and his *Letter from Birmingham City Jail* (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.26 Describe the accomplishments of the civil rights movement. (H, E)

A. the 1964 Civil Rights Act and the 1965 Voting Rights Act
B. the growth of the African American middle class, increased political power, and declining rates of African American poverty

USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)

A. Betty Friedan and Gloria Steinem
B. the birth control pill
C. the increasing number of working women
D. the formation of the National Organization of Women in 1967
E. the debate over the Equal Rights Amendment
F. the 1973 Supreme Court case, *Roe v. Wade*

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

A. the space exploration program
B. the assassination of President Kennedy
C. Johnson's Great Society programs
D. Nixon's appeal to "the silent majority"
E. the anti-war and counter-cultural movements
F. the creation of the Environmental Protection Agency (EPA) in 1970
G. the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon)*

U.S. History II Learning Standards (continued)

CONTEMPORARY AMERICA, 1980–2001

USII.29 Analyze the presidency of Ronald Reagan. (H, E)

A. tax rate cuts
B. anticommunist foreign and defense policies
C. Supreme Court appointments
D. the revitalization of the conservative movement during Reagan's tenure as President
E. the replacement of striking air traffic controllers with non-union personnel

USII.30 Describe some of the major economic and social trends of the late 20th century. (H, E)

A. the computer and technological revolution of the 1980s and 1990s
B. scientific and medical discoveries
C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
D. the weakening of the nuclear family and the rise in divorce rates

USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)

A. the passage of the North American Free Trade Agreement (NAFTA) in 1993
B. President Clinton's welfare reform legislation and expansion of the earned income tax credit
C. the first balanced budget in more than 25 years
D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
E. tax credits for higher education
F. the causes and consequences of the impeachment of President Clinton in 1998

USII.32 Explain the importance of the 2000 presidential election. (H, C)

A. the Supreme Court case, *Bush v. Gore*
B. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts

USII.33 Analyze the course and consequences of America's recent diplomatic initiatives. (H, C)

A. the invasion of Panama and the Persian Gulf War
B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
D. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

GRADE 12 ELECTIVE
ECONOMICS[12]

This course examines the allocation of scarce resources and the economic reasoning used government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Scarcity and Economic Reasoning

Students will understand that productive resources are limited, therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.

E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.

E.1.2 Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.

E.1.3 Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment.

E.1.4 Describe how people respond predictably to positive and negative incentives.

E.1.5 Predict how interest rates act as an incentive for savers and borrowers.

E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.

E.1.7 Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce?

E.1.8 Describe how clearly defined and enforced property rights are essential to a market economy.

E.1.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.

E.1.10 Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).

Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

E.2.1 Define supply and demand.

E.2.2 Describe the role of buyers and sellers in determining the equilibrium price.

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[12] The grade 12 economic standards are a revision of Indiana's Academic Standards for Economics, adopted by Indiana's Board of Education in 2001.

E.2.3 Describe how prices send signals to buyers and sellers.

E.2.4 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).

E.2.5 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.

E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.

E.2.7 Identify factors that cause changes in market supply and demand.

E.2.8 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.

E.2.9 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.

E.2.10 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.

E.2.11 Explain how financial markets, such as the stock market, channel funds from savers to investors.

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.

E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.

E.3.3 Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies.

E.3.4 Identify the basic characteristics of monopoly, oligopoly, and pure competition.

E.3.5 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.

E.3.6 Demonstrate how firms with market power can determine price and output through marginal analysis.

E.3.7 Explain ways that firms engage in price and nonprice competition.

E.3.8 Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.

E.3.9 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

E.3.10 Identify skills individuals need to be successful in the workplace.

The Role of Government

The student will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

E.4.1 Explain how government responds to perceived social needs by providing public goods and services.

E.4.2 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.

E.4.3 Identify laws and regulations adopted in the United States to promote competition among firms.

E.4.4 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities.

E.4.5 Define progressive, proportional, and regressive taxation.

E.4.6 Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued.

E.4.7 Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.

E.4.8 Define and explain fiscal and monetary policy.

E.4.9 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.

E.4.10 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.

National Economic Performance

Students will understand the means by which economic performance is measured.

E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.

E.5.2 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and i nflation are calculated.

E.5.3 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.

E.5.4 Identify the different causes of inflation, and explain who gains and loses because of inflation.

E.5.5 Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government.

E.5.6 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.

Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

E.6.1 Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account).

E.6.2 Identify the composition of the money supply of the United States.

E.6.3 Explain the role of banks and other financial institutions in the economy of the United States.

E.6.4 Describe the organization and functions of the Federal Reserve System.

E.6.5 Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.

E.6.6 Research and monitor financial investments such as stocks, bonds, and mutual funds.

E.6.7 Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.

Trade

Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

E.7.1 Explain the benefits of trade among individuals, regions, and countries.

E.7.2 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.

E.7.3 Define trade barriers, such as quotas and tariffs.

E.7.4 Explain why countries sometimes erect barriers to trade.

E.7.5 Explain the difference between balance of trade and balance of payments.

E.7.6 Compare and contrast labor productivity trends in the United States and other developed countries.

E.7.7 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.

E.7.8 Evaluate the arguments for and against free trade.

GRADE 12 ELECTIVE
AMERICAN GOVERNMENT[13]

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

The Nature of Citizenship, Politics, and Government

Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

USG.1.1 Distinguish among civic, political, and private life.

USG.1.2 Define the terms *citizenship, politics,* and *government*, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.

USG.1.3 Describe the purposes and functions of government.

USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.

USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.

USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.

USG.1.7 Distinguish limited from unlimited government, and provide examples of each type of government.

USG.1.8 Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic such as the United States.

USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.

Examples: Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke's Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Massachusetts Constitution of 1780

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[13] The grade 12 U.S. government standards are a revision of Indiana's Academic Standards for U.S. government, adopted by Indiana's Board of Education in 2001.

USG.1.10 Explain the part of Article IV, Section 4, of the United States Constitution, which says, "The United States shall guarantee to every State in the Union a Republican form of Government . . ."

Foundations of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American history and civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).

USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

Examples: The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington's Farewell Address (1796), and President Jefferson's First Inaugural Address (1801)

USG.2.3 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.

USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.

USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history.

Examples: The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln's Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt's "The New Nationalism" speech (1910), Woodrow Wilson's "Peace Without Victory" speech (1917), Franklin Roosevelt's "Four Freedoms" speech (1941), John F. Kennedy's inaugural address (1961), Martin Luther King, Jr.'s "I Have A Dream" speech and "Letter from Birmingham City Jail" (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson's opinion for the Court in *West Virginia Board of Education v. Barnette* (1943) and Justice Oliver Wendell Holmes' dissenting opinion in the case of *Abrams v. United States* (1919)

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.

USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

Examples: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

USG.2.9 Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).

USG.2.10 Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Luther King's "I Have A Dream" speech and *Letter from Birmingham City Jail* (1963), and compare King's ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)

Purposes, Principles, and Institutions of Government in the United States of America

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Massachusetts Constitution. They will also describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.

USG.3.1 Compare and contrast governments that are unitary, confederate, and federal.

USG.3.2 Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.

USG.3.3 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Provide examples of these principles in the governments of the United States and the state of Massachusetts.

USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.

USG.3.5 Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.

USG.3.6 Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.

USG.3.7 Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system.

USG.3.8 Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.

USG.3.9 Explain the formal process of how a bill becomes a law and define the terms *initiative* and *referendum.*

USG.3.10 Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open town meeting.

USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.

USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.

USG.3.13 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *City of Boerne, Texas v. Flores* (1997), and *Clinton v. City of New York* (1998).

USG.3.14 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999).

The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

USG.4.1 Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.

USG.4.2 Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.

USG.4.3 Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs

USG.4.4 Describe the tools used to carry out United States foreign policy.

Examples: Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.

USG.4.5 Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.

USG.4.6 Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions.

Examples: Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS), The International Red Cross, and the Catholic Relief Services are examples of nongovernmental organizations.

USG.4.7 Explain and evaluate participation by the United States government in international organizations.

Example: The United Nations

USG.4.8 Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.

USG.4.9 Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.

Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine civic dispositions conducive to the maintenance and improvement of civil society and government, and describe and demonstrate how citizens can participate responsibly and effectively in the civic and political life of the United States.

USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.

USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.

USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.

USG.5.4 Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

USG.5.5 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.

USG.5.6 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government.

USG.5.7 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).

USG.5.8 Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.

Examples: Alexis de Tocqueville in *Democracy in America, Volume I* (1835) and *Volume II* (1839).

USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.

USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.

Appendix A

Primary Documents included in U.S. History I and II

Note: An asterisk (*) after the document indicates that it is required and may be included in the high school American history MCAS. All other documents are only suggested. Many of these documents may be found at www.civnet.org, the website of Civitas International.

1. Magna Carta (1215)
2. Mayflower Compact (1620)*
3. Massachusetts Body of Liberties (1641)
4. English Bill of Rights (1689)
5. John Locke's Treatises of Civil Government (1690)
6. The Suffolk Resolves (1774)
7. Virginia Declaration of Rights (1776)
8. Declaration of Independence (1776)*
9. The Massachusetts Constitution (1780)
10. The Virginia Statute for Religious Freedom (1786)
11. The Northwest Ordinance (1787)*
12. The United States Constitution (1787)*
13. Selected Federalist Papers, such as numbers 1, 9, 10*, 39, 51, and 78 (1787–1788)
14. The Bill of Rights (1791)*
15. George Washington's farewell address (1796)
16. Thomas Jefferson's first inaugural address (1801)
17. Alexis de Tocqueville in *Democracy in America, Volume I* (1835) and *Volume II* (1839)
18. The Seneca Falls Declaration of Sentiments and Resolutions (1848)*
19. Frederick Douglass's Independence Day speech at Rochester, New York (1852)*
20. Abraham Lincoln's "House Divided" speech (1858)
21. Abraham Lincoln's Gettysburg Address (1863)* and Second Inaugural Address (1865)*
22. Emma Lazarus, "The New Colossus" (1883)*
23. Booker T. Washington, The Atlanta Exposition Address (1895)
24. The Niagara Movement Declaration of Principles (1905)
25. Theodore Roosevelt's "The New Nationalism" speech (1910)*
26. Woodrow Wilson's "Peace Without Victory" speech (1917)*
26. Younghill Kang, *East Goes West* (1937)
27. Franklin Roosevelt's "Four Freedoms" speech (1941)*
28. Justice Robert M. Jackson's opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943)
29. Learned Hand, "The Spirit of Liberty" (1944)
30. The Truman Doctrine (1947)*
31. George Kennan, "The Sources of Soviet Conduct" (1947)*
32. John F. Kennedy's Inaugural Address (1961)*
33. Reverend Martin Luther King's *Letter from Birmingham City Jail* (1963)*and "I Have A Dream" speech (1963)*
34. Lyndon Johnson's speech to Congress on voting rights (March 15, 1965)*
35. Ronald Reagan's speech at Moscow State University (1988)

Appendix B

Primary Documents for World History[14]

1. Thucydides, *History of the Peloponnesian War*
2. Plato, *The Republic*
3. Aristotle, *Politics*
4. John Milton, *Areopagitica* (1644)
5. John Locke, *Second Treatise of Civil Government* (1690)
6. Charles de Montesquieu, *The Spirit of the Laws* (1748)
7. Jean-Jacques Rousseau, *Discourse on the Origin and Foundations of Inequality* (1755)
8. Edmund Burke, "On Election to Parliament" speech (1766)
9. National Assembly of France, "The Declaration of the Rights of Man and Citizen" (1789)
10. Thomas Paine, *Rights of Man* (1791)
11. Mary Wollstonecraft, *Vindication of the Rights of Women* (1792)
12. Benjamin Constant, "The Liberty of the Ancients Compared With that of the Moderns" (1819)
13. Thomas Macaulay, "Jewish Disabilities," speech (1833).
14. John Stuart Mill, *On Liberty* (1859)
15. W.H. Auden, "September 1, 1939," poem.
16. George Orwell, "England, Our England," essay (1941)
17. Winston Churchill's "The Iron Curtain" speech (1946)
18. United Nations, "International Declaration of Human Rights" (1948)
19. Isaiah Berlin's "Two Concepts of Liberty" lecture (1958)
20. Nelson Mandela, "Statement at the Rivonia Trial" (1964)
21. Andrei Sakharov, "Peace, Progress, and Human Rights," speech (1975)
22. Vaclav Havel, "The Power of the Powerless," essay (1978)
23. Wei Jingsheng, "The Fifth Modernization," essay (1978)
24. "An Open Letter to Citizen Mobutu Sese Seko" (1980)
25. Lech Walesa, Nobel Peace Prize Lecture (1983)
26. Mario Vargas Llosa, "Latin America: The Democratic Option," essay (1987)
27. Fang Lizhe, "Human Rights in China," speech (1989)
28. Salman Rushdie, "In Good Faith," essay (1989)
29. Mario Vargas Llosa, "Latin America: The Democratic Option," speech (1990)
30. United Nations, Arab Human Development Report for the Arab Fund for Economic and Social Development (2002), on the web at www.undp.org/rbas/ahdr/

[14] Most of the world history documents can be found in Diane Ravitch and Abigail Thernstrom eds., *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide* (New York: HarperCollins, 1992).

Appendix C

Recommended History and Civics Resources for Teachers[15]

Articles on Civics

American Federation of Teachers, "Education for Democracy: A Statement of Principles," 1987.

Gordon, David T., "Teaching Civics After September 11," *Harvard Education Letter*, July/August 2002. http://www.edletter.org/past/issues/2001-nd/civics.shtml

Hanson, Victor Davis, "The Civic Education America Needs," *City Journal*, Summer 2002. http://www.city-journal.org/html/12_3_the_civic.html

Books on American History

Badger, Anthony J. *The New Deal: The Depression Years, 1933–1940*. Chicago: Ivan Dee, 1989.

Bahmueller, Chuck and John Patrick. *Principles and Practices of Education for Democratic Citizenship: International Perspectives and Projects*. Bloomington: Educational Resources Information Center, 1999.

Bailyn, Bernard. *The Ideological Origins of the American Revolution*. Cambridge: Harvard University Press, 1992.

Bailyn, Bernard. *The Peopling of North America.* New York: Knopf, 1986.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge: Harvard University Press, 1998.

Berns, Walter. *Making Patriots*. Chicago: University of Chicago Press, 2001.

Bodnar, John. *The Transplanted: A History of Immigrants in Urban America*. Bloomington: Indiana University Press, 1985.

Boorstin, Daniel J. *The Americans.* 3 vols. New York: Random House, 1964–1974.

Brookhiser, Richard. *Founding Father: Rediscovering George Washington*. New York: Free Press, 1996.

Brown, Richard D. and Jack Tager. *Massachusetts: A Concise History*. Amherst: University of Massachusetts Press, 2000.

Cheney, Lynne V. *America: A Patriotic Primer*. New York: Simon & Schuster, 2002.

Crevecoeur, J. Hector St. John. *Letters from an American Farmer*. 1782. Reprint, edited by Susan Manning. New York: Oxford University Press, 1997.

Davis, David Brion and Mintz, Steven, eds. *The Boisterous Sea of Liberty: Documentary History of America from Discovery through the Civil War*. New York: Oxford University Press, 1998.

D'Souza, Dinesh. *What's So Great About America*. Washington, D.C.: Regnery, 2002.

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[15] The list of sources on American history and civics is based, in part, on "September 11: What Our Children Need to Know," published by the Thomas B. Fordham Foundation, September, 2002. See the full report at www.edexcellence.net/Sept11/September11.pdf

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Knopf, 2000.

Engerman, Stanley and Gallman, Robert, eds. *The Cambridge Economic History of the United States*. 3 vols. Cambridge: Cambridge University Press, 1996–2000.

Fischer, David Hackett. *Albion's Seed: Four British Folkways In America*. New York: Oxford University Press, 1989.

Fischer, David Hackett. *Paul Revere's Ride*. New York: Oxford University Press, 1995.

Foner, Eric. *Reconstruction: America's Unfinished Revolution*. New York: Harper and Row, 1988.

Gaddis, John L. *We Now Know: Rethinking Cold War History*. New York: Oxford University Press, 1998.

Genovese, Eugene. *Roll, Jordan, Roll: The World the Slaves Made*. New York: Vintage Books, 1976.

Gienapp, William E. *Abraham Lincoln and Civil War America: A Biography*. New York: Oxford University Press, 2002.

Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: University of North Carolina Press, 1988.

Hakim, Joy. *A History of US: Eleven Volume Set*. 2nd ed. Oxford: Oxford University Press, 1993.

Haynes, John and Klehr, Harvey. *Venona: Decoding Soviet Espionage in America*. New Haven: Yale University Press, 2000.

Hays, Samuel P. *The Response to Industrialism: 1885–1915*. 2nd ed. Chicago: University of Chicago Press, 1996.

Hofstadter, Richard. *The Age of Reform: From Bryan to F.D.R.* New York: Random House, 1955.

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Geography for Life: National Geography Standards. Washington, D.C.: National Council for Geographic Education, 1994.

National Standards for Civics and Government. Calabasas, CA: Center for Civic Education, 1994.

Voluntary National Content Standards in Economics. New York, NY: National Council on Economic Education, 1997.

Web Sites on Civics and History

American Centuries: www.americancenturies.mass.edu

American Federation of Teachers: www.aft.org

American Memory at the Library of Congress: memory.loc.gov

American Political Science Association: www.apsanet.org/CENnet/thisconstitution

Bill of Rights Institute: www.billofrightsinstitute.org

Center for Civic Education: www.civiced.org

Civitas International: www.civnet.org

Common Sense by Thomas Paine: www.ushistory.org/paine/commonsense/index.htm

Dialogue on Freedom: www.dialogueonfreedom.com

Discovering Justice: www.discoveringjustice.org

"Four Freedoms," Franklin D. Roosevelt's speech to Congress, January 6, 1941: www.libertynet.org/~edcivic/fdr.html

EDSITEment from the National Endowment for the Humanities: edsitement.neh.gov

Foreign Policy Research Institute: fpri.org

Gettysburg Address: www.loc.gov/exhibits/gadd/4403.html

Gilder Lehrman Institute of American History: www.gilderlehrman.org

History Matters: historymatters.gmu.edu/

The Historical Society: www.bu.edu/historic/

John Locke's Second Treatise on Government: www.liberty1.org/2dtreat.htm

Kids in the House of Representatives: clerkkids.house.gov

K12's Patriotism Curriculum: patriot.k12.com/index.html

League of Women Voters: lwv.org

Liberty Fund, Inc: www.libertyfund.org

Library of Congress: www.loc.gov

Massachusetts Council on Economic Education: www.economiced.org

Massachusetts Geographic Alliance: www.massgeo.org

Massachusetts Studies Project: www.msp.umb.edu

Meru Education Foundation: www.merufoundation.org

The Narrative of the Life of Frederick Douglass: An American Slave:
www.history.rochester.edu/class/douglass/duglas11.txt

National Archives' Digital Classroom: www.archives.gov/digital_classroom/index.html

National Association of Scholars: www.nas.org/index.html

National Council for History Education: www.history.org/nche

National Council for the Social Studies: www.ncss.org

National Geographic: nationalgeographic.com

National History Day: www.nationalhistoryday.org

Restoring America Project: www.4america.com

Ronald Reagan's speech on the Challenger Disaster, January 28, 1986:
www.reaganfoundation.org/reagan/speeches/challenger.asp

"Rules of Civility and Decent Behavior in Company and Conversation":
gwpapers.virginia.edu/civility/transcript.html

Smithsonian Institutions: www.si.edu

Teaching American History: www.ed.gov/offices/OII/portfolio/history.html

United Nations Educational, Scientific and Cultural Organization: www.unesco.org

U.S. History: www.ushistory.org

Virginia Statute of Religious Freedom: lcweb.loc.gov/exhibits/religion/f0510s.jpg

Virtual Reference Room: ccbit.cs.umass.edu/vrroom

White House Historical Association: www.whitehousehistory.org

We the People from the National Endowment for the Humanities: www.wethepeople.gov

World Bank: www.worldbank.com

Appendix D

Criteria for Reviewing History Textbooks

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Basic Questions

Is the information accurate? Is the treatment of various groups in society fair and unbiased? Is the reading level appropriate for the students who will be using the material? Is the book written in a clear and comprehensible manner? Is the book written in a style that will be interesting and hold the student's attention? Do the review questions and other end-of-chapter exercises support the material presented in the narrative? Are pictorial and sidebar materials relevant to the subject matter? Are chronology and linkages with geography integral to the book's design?

Content and Style

Examine the table of contents. What subjects are emphasized? What themes and patterns emerge? What logic guides the movement of the text? What kinds of history are stressed? In the case of American history, does the book develop the idea of a national character and civic identity? In the case of world history, does the book explain the unique impact of Western ideas and technology on global society?

Examine one unit. Is there a systematic development of ideas? Are topics treated in depth? Is the narrative lively in style and rich with experiences of people? Is there correspondence between the narrative and the illustrations, sidebars, supporting biographies, or primary source references? Is literature included or referenced? Are different genres of primary sources included, either as a complete reference or in a meaningful excerpted passage?

Instructional Activities and Teacher Guidance Materials

Read over a lesson. Compare the material intended for the student and that intended to guide the teacher. Identify the lesson goal or objective. Is it sound? Look at the way in which primary sources, maps, graphs, and tables are used to enhance the core text.

Examine the instructional activities. Do they provide opportunities for students to be actively engaged in the learning process? Are they varied? Are opportunities to write provided? Can students of differing abilities find opportunities for success in learning the content? Do questions provided for students help them to analyze the information and to think critically, that is, to reflect, hypothesize, analyze, verify, synthesize?

Do the activities provide for curriculum integration and correlation? Do students have opportunity to discuss or debate ideas presented in the textbook? Do activities become more challenging as the year progresses?

Examine the teacher's edition. Is a detailed scope and sequence list for the course provided? Is there a direct relation between the teacher's and the students' materials? Are these teacher's materials more than banal marginalia? Are opportunities offered to extend or enrich the text? Are primary sources or literature a part of this extension?

Examine another lesson in the teacher's text. Are there ideas, activities, or suggested materials to engage student interest? Do the activities make sense? Are they varied? Are they appropriate for the grade level and the reading ability of students? Are varied instructional strategies suggested to meet the learning styles or ability levels of different students? Can students generate their own questions? Are extension activities suggested? Are they meaningful?

Examine evaluation and assessment materials. Are both formal and informal assessment strategies suggested? Do these strategies enable students to hypothesize, analyze, and draw conclusions about the subject matter they are studying? Do assessment strategies include student writing exercises?

Appendix E

Massachusetts Museums, Historic Sites, Archives, and Libraries

For information about historical museums and sites in Massachusetts, please see the Bay State Historical League's website at www.masshistory.org and its list of members at www.museumsusa.org/sma/MA/default_.asp. The League's office is located at 185 Lyman Street, Waltham, MA 02452; (781) 899-3920.

Adams National Historic Park
135 Adams Street
Quincy, MA 02169
(617) 773-1177
www.nps.gov/adam
House and grounds of four generations of the Adams family, including President John and his wife, Abigail, President John Quincy Adams, and Civil War Congressman Charles Francis Adams, Jr.

Addison Gallery of American Art
Phillips Academy
Andover, MA 01810
(978) 749-4017
www.addisongallery.org
Permanent collection of American painting, sculpture, photography, and works on paper from colonial times to the present; and changing exhibitions of historical and contemporary art.

Alden House Museum and Historic Site
Box 2754
Duxbury, MA 02331
(781) 934-9092
www.alden.org
17th century house, home of John Alden, a Pilgrim who came on the Mayflower to settle in Plymouth.

American Antiquarian Society
185 Salisbury Street
Worcester, MA 01609
(508) 755-5221
www.americanantiquarian.org
Research library on the colonial period through 1876. Education programs on colonial printer/patriot Isaiah Thomas, and on the experiences of adolescents growing up in the mid-19th century.

American Textile History Museum
491 Dutton Street
Lowell, MA 01854-4221
(978) 441-0400 x 244
www.athm.org
American history and the evolution of the cloth-making industry from the colonial period through the present.

Amherst History Museum
67 Amity Street
Amherst, MA 01002
(413) 256-0678
www.amhersthistory.org
An 18th century building housing artifacts and stories from Amherst history from the colonial period to the present.

Art Complex Museum at Duxbury
189 Alden Street
Duxbury, MA
(781) 934-6634
www.artcomplex.com
Collections feature Asian art, American paintings, prints, and Shaker furniture.

Berkshire Country Historical Society
780 Holmes Road
Pittsfield, MA 01201
(413) 442-1793
www.berkshirehistory.org
Collections include manuscripts, photographs, decorative and fine art, clothing, and household goods from the 18th through 20th centuries, and Arrowhead, author Herman Melville's home where *Moby-Dick* was written.

The Berkshire Museum
39 South Street
Pittsfield, MA 01201
(413) 443-7171
www.berkshiremuseum.org
Collections include art of ancient civilizations, 18th through 20th century American art, with special emphasis on the Hudson River School.

John H. Chafee Blackstone Valley
National Historical Corridor
(Massachusetts and Rhode Island)
One Depot Square
Woonsocket, RI 02895
(401) 762-0250
www.nps.gov/blac
A collection of sites in Worcester County, Massachusetts, and Rhode Island; examples of mills from the beginning of the Industrial Revolution, such as the Slater Mill of Pawtucket, Rhode Island, America's first cotton-spinning mill.

Boston African-American National Historic Site
14 Beacon Street, Room 206
Boston, MA 02129
(617) 742-5415
www.nps.gov/boaf
This site and walking tour includes 15 pre-Civil War structures relating to the history of Boston's 19th century African-American community.

Boston Athenæum
10½ Beacon Street
Boston, MA 02108
(617) 227-0270
www.bostonathenaeum.org
Founded in 1807, the Boston Athenæum has particular strengths in Boston history, New England state and local history, biography, English and American literature, and the fine and decorative arts.

Boston Harbor Islands National Recreation Area
408 Atlantic Avenue
Boston, MA 02110-3349
(617) 223-8667
www.BostonIslands.com
Provides information on the history and ecology of the Boston Harbor Islands.

Boston National Historical Park
15 State Street
Boston, MA 02109
(617) 242-5688
www.nps.gov/bost
The Boston National Historical Park includes sites in Boston (Old South Meeting House, Old State House, Faneuil Hall, the Paul Revere House, Old North Church, and the Dorchester Heights Monument) and Charlestown (the Bunker Hill Monument, the Charlestown Navy Yard, and the U.S.S. Constitution).

Bostonian Society/Old State House Museum
206 Washington Street Boston, MA 02109
(617) 720-1713
www.bostonhistory.org
Located in the 1713 Old State House, the Bostonian Society is the historical society for the city of Boston, with collections that date from the 1630s to the 21st century and exhibitions on the American Revolution and Boston's neighborhoods.

Bunker Hill Monument
See Boston National Historical Park

Cape Ann Historical Museum
27 Pleasant Street
Gloucester, MA 01930
(978) 283-0455
www.cape-ann.com/historical-museum
Permanent collection of documents and artwork relating to North Shore maritime history, fishing industry, people, and events, as well as temporary exhibitions of Cape Ann artists.

Chesterwood
Williamsville Road
Stockbridge, MA 01262
413-298-3579
www.chesterwood.org
Summer home and studio of Daniel Chester French, sculptor of *Abraham Lincoln* at the Lincoln Memorial in Washington and *The Minute Man* in Concord.

The Children's Museum
300 Congress Street
Boston, MA 02210
(617) 426-6550
www.bostonkids.org
Provides interactive exhibits for children, including a historic Japanese house, institutes and workshops for teachers, a teacher website, and a teacher resource center. Circulates artifact-rich teaching kits on historical and cultural topics, many on Asia and Native America.

Sterling and Francine Clark Art Institute
225 South Street
Williamstown, MA 01267
(413) 458-2303
www.clarkart.edu
Significant collections of art from 18th and 19th century Europe and America, Italian and Northern Renaissance, from old masters to French Impressionists, as well as prints, drawings, and early photographs. Gallery talks can be geared to specific themes or interests. Transportation-reimbursement program offered.

The Commonwealth Museum
and State Archives
220 Morrissey Boulevard
Boston, MA 02125
(617) 727-9268
www.state.ma.us/sec/mus/musidx.htm
Collection related to Massachusetts history, George Washington, the Civil War, and the archaeology of the Big Dig in Boston. The museum offers field trips for school groups and workshops for teachers.

Concord Museum
200 Lexington Road, PO Box 146
Concord, MA 01742-0146
(978) 369-9763
www.concordmuseum.org
Chronicling life in Concord from Native American habitation to the present, the museum's collection includes Paul Revere's lantern, Ralph Waldo Emerson's study, Henry David Thoreau's desk, and Concord-made clocks, silver, and furniture.

Davis Museum and Cultural Center
Wellesley College
106 Central Street
Wellesley, MA 02481-8203
www.wellesley.edu/DavisMuseum/davismenu.html
Exhibits American, European Medieval, Renaissance, Baroque, Greek, Roman, African, Asian, Pre-Columbian, and contemporary art.

DeCordova Museum and Sculpture Park
51 Sandy Pond Road
Lincoln, MA 01773-2699
www.decordova.org
Features modern and contemporary art highlighting New England artists. Holds teacher workshops and lends exhibitions to schools.

Discovering Justice
John Joseph Moakley U.S. Courthouse
One Courthouse Way, Suite 3120
Boston, MA 02210
(617) 748-4185
The James D. St. Clair Court Education Project operates five civic education programs: Children Discovering Justice, a literacy-based curriculum about rules for first and second graders; Arts and the Law, a program of educational theatre by professional actors performed in courtrooms; a Legal Apprenticeship Program for Boston public middle school students that engages attorneys and judges to serve as mentors and culminates in an evening of mock trials performed by the students; the Courthouse Tours Program, which introduces students and the public to the Moakley U.S. Courthouse and the federal court system; and a public lecture series for adults.

Dreams of Freedom: Boston's Immigration Museum
One Milk Street
Boston, MA 02169
(617) 338-6022
www.dreamsoffreedom.com
Interactive exhibits on immigrants' experiences arriving through the port of Boston from the 18th to 21st centuries.

Ecotarium
222 Harrington Way
Worcester, MA 01604
(508) 929-2700
www.ecotarium.org
Exhibits about the New England environment.

Emily Dickinson Homestead
280 Main Street
Amherst, MA 01002
(413) 542-8161
www.dickinsonhomestead.org
The 19th century home of poet Emily Dickinson.

Essex National Heritage Area
140 Washington Street
Salem, MA 01970
(978) 740-0444
www.essexheritage.org
A collection of historic sites in Essex County.

Essex Historical Society and Shipbuilding Museum
66 Main Street, PO Box 277
Essex, MA 01929
(978) 768-7541
www.essexshipbuildingmuseum.org
History of the town of Essex and its maritime industry.

Fitchburg Art Museum
185 Elm Street
Fitchburg, MA 01420
(978) 345-4207
www.fitchburgartmuseum.org
Includes ancient, medieval, and 19th century art.

Fitchburg Historical Society
50 Grove Street
Fitchburg, MA 01420
(978) 345-1157
Collections of artifacts, documents, and photographs relating to Fitchburg history, particularly in the Civil War.

Framingham Historical Society and Museum
16 Vernon Street
PO Box 2032
Framingham, MA 01703-2032
508-872-3780
www.framinghamhistory.org
Permanent walk-through timeline of Framingham's history and changing temporary exhibitions.

Fruitlands Museums
102 Prospect Hill Road
Harvard, MA 0451
(978) 456-3924
www.fruitlands.org
The collections center on New England Indians, the Alcotts and Transcendentalism, Shakers, and 19th century portraiture.

Fuller Museum of Art
455 Oak Street
Brockton, MA 02301
(508) 588-6000
www.fullermuseum.org
Exhibits of contemporary fine crafts.

Gibson House Museum
137 Beacon Street
Boston, MA 02116
(617) 267-6338
www.thegibsonhouse.org
A Victorian house museum that shows how a wealthy Boston family lived in the 19th century.

Golden Ball Tavern Museum
662 Boston Post Road (PO Box 223)
Weston, MA 02493
(781) 894-1751
www.goldenballtavern.org
Built in 1768, the Golden Ball Tavern was the home of a prominent 18th century Westonian. From 1770 to 1793 the tavern operated as an inn for travelers on the Boston Post Road. The museum shows the change through time over two hundred years of one family in one house.

Hancock Shaker Village
PO Box 927
Pittsfield, MA 01202
(413) 443-0188
www.hancockshakervillage.org
Highlights artifacts of the Shaker Community from the 18th to the mid-20th centuries.

Harnden Tavern and Wilmington Town Museum
Wilmington, MA 01887
(978) 658-5475
18th century tavern and collections relating to the history of Wilmington.

Harvard University Museums
Busch-Reisinger Museum
32 Quincy Street
Cambridge, MA 02138
(617) 495-9400
www.artmuseums.harvard.edu
Collections of northern and central European art from the 16th to 20th centuries, with emphasis on the early 20th century.

Fogg Art Museum
32 Quincy Street
Cambridge, MA 02138
(617) 495-9400
www.artmuseums.harvard.edu
Collections of medieval to 20th century European and American art.

Museum of Natural History
26 Oxford Street
Cambridge, MA 02138
(617) 496-5402
www.hmnh.harvard.edu
Includes geological specimens from around the world.

Peabody Museum of Archaeology and Ethnology
11 Divinity Street
Cambridge, MA 02148
(617) 496-5402
www.peabody.Harvard.edu
Collections of art and artifacts of North American Indians and Pre-Columbian civilizations in South and Central America.

Arthur M. Sackler Museum
485 Broadway
Cambridge, MA 02138
(617) 495-9400
www.artmuseums.harvard.edu
Collections in ancient, Asian, Islamic, and later Indian art.

Semitic Museum
6 Divinity Avenue
Cambridge, MA 02138
(617) 495-4631
www.fas.harvard.edu/~semitic
Exhibits on cultures and archaeology of Ancient Near East.

Heritage Plantation
P.O. Box 566
Sandwich, MA 02563
(508) 888-3300
www.heritageplantation.org
Collections of military and automobile history and historic gardens.

Higgins Armory Museum
100 Barber Avenue
Worcester, MA 01606
(508) 853-6015
www.higgins.org
Collections of European, Far Eastern, and Islamic arms and armor from ancient, medieval, and Renaissance periods.

Historic Deerfield, Inc.
P. O. Box 321, Deerfield, MA 01342-0321
(413) 774-5581
www.historic-deerfield.org
18th and 19th century buildings and decorative arts collections from central Massachusetts.

Historic Northampton Museum and Education Center
46 Bridge Street
Northampton, MA 01060-2428
(413) 584-6011
www.historic-northampton.org
Art and artifacts from Northampton and environs from the 17th to 20th centuries.

Historic Salem, Inc.
P. O. Box 865
Salem, MA 01971
(978) 745-0799
www.historicsalem.org
Activities include preservation of historic architecture in Salem and education about Salem's history.

History Institute, History Department
University of Massachusetts-Amherst
710 Herter Hall
Amherst, MA 01003-9312
(413) 545-6771
www.umass.edu/history
Offers institutes for teachers on New England history, especially the Connecticut River Valley.

House of the Seven Gables Settlement Association
54 Turner Street
Salem, MA 01970
(978) 744-0991 x 118
www.7gables.org
A 17th century house museum with a focus on colonial New England. Also sponsors a recreated Salem pioneer village of the 1630s.

Immigrant City Archives
6 Essex Street
Lawrence, MA 01840-1710
(978) 686-9230
www.Lawrencehistorycenter.org
Collection contains business, individual, and family records and photographs from Lawrence history.

Isabella Stewart Gardner Museum
2 Palace Road
Boston, MA 02115
(617) 278-5149
www.gardnermuseum.org
The museum designed by Isabella Stewart Gardner to hold her collection of medieval, Italian Renaissance, and 17th through 19th century art. Highlights include works by Botticelli, Titian, Rembrandt, and John Singer Sargent.

The Jackson Homestead Museum
527 Washington Street
Newton, MA 02458
(617) 796-1450
www.ci.newton.ma.us/jackson
An 1809 farmhouse in which lived generations of the Jackson family, who were among the earliest settlers of Newton. In the 19th century, served as a station on the Underground Railroad.

John Adams Courthouse
Pemberton Square
Boston, MA 02108
(617) 557-1114
www.state.ma.us/courts
Located near the State House starting in 2004, the historic John Adams Courthouse will house the Commonwealth's most important judicial institutions; the Massachusetts Supreme Judicial Court, the Massachusetts Appeals Court, and the Social Law Library. Tours, exhibits, lectures, and other special events tailored for teachers, students, and the general public will feature the Commonwealth's rich legal history. Established in 1692, the Massachusetts Supreme Judicial Court, the state's highest court, is the oldest appellate court in continuous existence in the Western Hemisphere.

John F. Kennedy Library & Museum
Columbia Point
Boston, MA 02125
(877) 616-4599
www.jfklibrary.org
Focus on the life and presidency of John F. Kennedy.

John F. Kennedy National Historic Site
83 Beals Street
Brookline, MA 02146
(617) 566-7937
www.nps.gov/jofi
The birthplace of President John F. Kennedy.

Lawrence Heritage State Park
1 Jackson Street
Lawrence, MA 01840
(978) 794-1355
www.state.ma.us/dem/parks/lwhp.htm
A restored boarding house with interactive exhibits on the site of one of the nation's first planned industrial cities and the 1912 Bread and Roses Strike.

Lexington Historical Society
P. O. Box 514, Lexington, MA 02420
(781) 861-1703
www.lexingtonhistory.org
Operates four historic house museums from the Revolutionary War period.

Longfellow National Historical Park
105 Brattle Street
Cambridge, MA 02138
(617) 876-4491
www.nps.gov/long
Home and property of Henry Wadsworth Longfellow.

Lowell National Historic Park
67 Kirk Street, Lowell, MA 01852
(978) 275-1700
www.nps.gov/lowe
Includes Industrial Revolution sites, including 19th century textile mills, canals, and boarding houses of the "mill girls."

Marblehead Historical Society
170 Washington Street
Marblehead, MA 01945
(781) 631-1768
www.essexheritage.org/jeremiah_lee.htm
The museum is in the mansion of an 18th century shipbuilder, and collections include artifacts of maritime history and decorative arts.

Marine Museum at Fall River
70 Water Street
Fall River, MA 02721
(508) 674-3533
www.marinemuseum.org
The collections include ship models, photographs, and artifacts related to maritime history, including exhibits on the *Titanic*, Fall River Line, United Fruit Company, *H.M.S. Bounty,* Colonial Navy of Massachusetts, Lightships, World War II vessels, U. S. Frigate *Hancock,* whaling, the *Andrea Doria,* and more.

The Lynn Museum/Lynn Historical Society
125 Green Street
Lynn, MA 01904
781-592-2465
www.lynnmuseum.org
The history of Lynn from 1629 to the present.

Mapparium
Mary Baker Eddy Library for the Betterment of Humanity
200 Massachusetts Avenue
Boston, MA 02115
(617) 450-7000
www.marybakereddylibrary.org
Interactive exhibits celebrate the transforming power of ideas. Explore the Mapparium™ the Hall of Ideas™, the Quest Gallery™, and the Monitor Gallery™, which can be used with the curriculum of English Language Arts, History/Geography, and the Arts.

Massachusetts Historical Society
1154 Boylston Street
Boston, MA 02215
(617) 536-1608 (main number)
(617) 646-0519 (education coordinator)
www.masshist.org
A research library for Massachusetts history, the Society has an on-line catalog, presents on-line exhibitions and curricula, and offers a few summer research fellowships for K–12 teachers.

Massachusetts Museum of Contemporary Art
87 Marshall Street
North Adams, MA 01247
(413) 664-4481
www.massmoca.org
Contemporary art from around the world and changing exhibitions in the "Kidspace" Gallery.

Maudslay State Park
Curzon Mill Road
Newburyport, MA 01950
(978) 465-7223
www.state.ma.us/dem/parks/maud.htm
19th century gardens and plantings.

Mead Art Gallery, Amherst College
Amherst, MA 01002
(413) 542-2335
www.amherst.edu/~mead/
Ancient, Renaissance, baroque, and 19th century European art; Asian, Pre-Columbian, and African art; American art.

Minuteman National Historic Park
174 Liberty Street
Concord, MA 01742
(978) 369-6993
www.nps.gov/mima
Preserves parts of the site and tells the story of the Battles of Lexington and Concord.

Mount Holyoke Art Museum
South Hadley, MA 01075
(413) 538-2245
www.mtholyoke.edu/offices/artmuseum/
Includes Asian, 19th and 20th century European and American, Egyptian, Greek, Roman, and Renaissance art.

Museum of Fine Arts, Boston
465 Huntington Avenue
Boston, MA 02115-5997
(617) 269-9300
www.mfa.org
A comprehensive collection of art from every part of the world, ancient and modern.

Museum of the National Center for Afro-American Artists
300 Walnut Avenue
Boston, MA 02119
(617) 442-8614
www.ncaaa.org
Collections of African, Caribbean, and African-American art and a recreation of a Nubian burial chamber from the 25th Dynasty of Egypt.

Museum of Science
Science Park
Boston, MA 02114-1099
617-723-2500
www.mos.org
Frequently has exhibitions and films that feature countries, civilizations, and the history of science.

Nahant Historical Society
PO Box 42
Nahant, MA 01908-0042
www.nahant.org
Nantucket Historical Association
PO Box 1016
Nantucket, MA 02554
(508) 228-1894
www.nha.org
Features a whaling museum and historic sites that tell the story of Nantucket history.

National Heritage Museum
33 Marrett Road
Lexington, MA 02421
(781) 861-6559
www.monh.org
Changing exhibitions on various topics in American history. Features a permanent exhibit on the role of Lexington in the American Revolution.

National Park Service Sites
www.nps.gov/ERT
Website features lessons using National Park Service sites in Massachusetts and Virginia.

New Bedford Whaling Museum,
including the Kendall Institute
18 Johnny Cake Hill
New Bedford, MA 02740-6398
(508) 997-0046
www.whalingmuseum.org
www.portraitsofports.org
A leading interpreter of the global whaling story, this museum's exhibitions feature the port of New Bedford, the history of adjacent communities, and regional maritime activities.

New Bedford Whaling National Historic Park
33 William Street
New Bedford, MA 02740
(508) 996-4469
www.nps.gov/nebe
Includes a 13-city-block National Historic Landmark District and works with a variety of local partners to preserve and interpret America's whaling and maritime history.

New England Aquarium
Central Wharf
Boston, MA 02110-3399
(617) 973-5200
www.neaq.org
Has exhibits, films, and programs that can be used in a geography curriculum.

Newburyport Maritime Society
Custom House Maritime Museum
25 Water Street, Newburyport, MA 01950

Lowell's Boat Shop
459 Main Street, Amesbury, MA 01913
(978) 388-0162
www.lowellsboatshop.org
Maritime heritage of the Merrimack River Valley.

Norman Rockwell Museum
P.O. Box 308, Route 183
Stockbridge, MA 01262
(413) 298-4100 x 220
www.normanrockwellmuseum.org
Features the work of Norman Rockwell, whose paintings and illustrations helped to define American identity in the 20th century, and has temporary exhibitions of other magazine and book illustrators.

Old Colony Historical Society
66 Church Green
Taunton, MA 02780
(508) 822-1622
www.oldcolonyhistoricalsociety.org
Collections of artifacts, documents, and archives related to the history of the Taunton area.

Old South Meeting House
310 Washington Street
Boston, MA 02108
(617) 482-6439
www.oldsouthmeetinghouse.org
Built in 1729, Old South Meeting House was an important site of the American Revolution.

Old Sturbridge Village
One Old Sturbridge Village Road
Sturbridge, MA 01566
(508) 347-3362
www.osv.org
At OSV, the largest living history museum in the Northeast, students of all ages interact with authentically costumed interpreters as they demonstrate and discuss daily life, work, and celebrations of the early 19th century. The website's History Learning Laboratory includes primary sources, curriculum material, a virtual tour, and research information.

Frederick Law Olmsted National Historic Site
99 Warren Street
Brookline, MA 02445
(617) 566-1689
www.nps.gov/frla
Olmsted or his firm designed Boston's Emerald Necklace, the U. S. Capitol and White House Grounds, Great Smoky Mountains and Acadia National Parks, Yosemite Valley, and New York's Central Park.

Orchard House
Louisa May Alcott Memorial Association
399 Lexington Road
Box 343
Concord, MA 01742
(978) 369-4118
www.louisamayalcott.org
Orchard House belonged to the Alcotts and was the setting for *Little Women.* Has programs on their lives and involvement in 19th century reform movements.

Paul Revere House
19 North Square
Boston, MA 02113
(617) 523-1676
www.paulreverehouse.org
Originally built in 1680, this house was owned by Paul Revere from 1770 to 1800.

Peabody Essex Museum
East India Square
Salem, MA 01970
(978) 745-9500 or
(800) 745-4054 x 3060
www.pem.org
Collection of maritime instruments and Asian export, African, and Oceanic art. Many examples brought to New England by 18th and 19th century ship captains.

Pilgrim Hall Museum
75 Court Street
Plymouth, MA 02360
(508) 746-1620
www.pilgrimhall.org
Collection includes items owned by the Pilgrims and tells the story of the Pilgrims' journey, early days in Plymouth, relations with indigenous peoples, and how these events have been reinterpreted by subsequent generations. Website provides primary documents, including the *Mayflower Compact*, the ship's passenger list, provisions lists, and William Bradford's journal.

Plimoth Plantation
P.O. Box 1620
Plymouth, MA 02362
(508) 746-1622
www.plimoth.org
A living history museum that recreates the Pilgrim village of 1627 and a Wampanoag homesite of the same period. Also portrays life at sea through the recreated 17th century ship, *Mayflower II*. The website includes resources for teachers on the colony's two cultures and the history of Thanksgiving.

Pocumtuck Valley Memorial Association
10 Memorial Street
P.O. Box 428
Deerfield, MA 01342
(413) 774-7476 x 28
www.americancenturies.mass.edu
Website features New England history from 17th through 20th centuries through images, artifacts, and documents supported by interpretive labels and essays. Lessons designed by teachers based on museum collections include inquiry into family life, native peoples, African Americans, landscape, immigration, and the 1704 attack on Deerfield.

Quinebaug-Shetucket Heritage Corridor
107 Providence Street
Putnam, CT 02620
860-963-7226
www.nps.gov/qush
www.thelastgreenvalley.org
This area of Connecticut and Massachusetts is composed of 35 small towns; has the mission of preserving the natural landscape of the rivers.

Rhode Island School of Design Museum
224 Benefit Street
Providence, RI 02903
(401) 454-6500
www.risd.edu/museum.cfm
Ancient, European, Asian, and American art.

Rotch-Jones-Duff House and Garden Museum
396 County Street
New Bedford, MA 02740
(508) 997-1401
www.rjdmuseum.org
An 1834 house and formal gardens, this museum interprets 150 years of New Bedford history.

Salem Maritime National Historic Site
174 Derby Street
Salem, MA 01970
(978) 740-1660
www.nps.gov/sama
Contains documents on the Atlantic triangular trade during the colonial period, privateering during the Revolutionary War, and the international maritime trade, especially with the Far East, which established American economic independence after the Revolution.

Saugus Iron Works National Historic Site
244 Central Street
Saugus, MA 01906
(781) 233-0050
www.nps.gov/sair
Site of first ironworks in Massachusetts, 1646–1668, shows technology of colonial iron-making.

Schooner Ernestina Commission
PO Box 2010
New Bedford, MA 02741-2010
(508) 992-4900
www.ernestina.org
A Grand Banks schooner built in 1894, the Ernestina is now used for student and teacher education programs.

Shirley Place
33 Shirley Street
Roxbury, MA 02119
(617) 442-2275
www.shirleyeustishouse.org
Built in 1747 by William Shirley, Royal Governor of Massachusetts Bay Colony for 15 years, the mansion was occupied by, among others, Minutemen during the Siege of Boston, China trade Captain James Magee, and William Eustis, the 10th Governor of Massachusetts. The carriage house displays the governor's coach.

Slater Mill Historic Site
P.O. Box 696
67 Roosevelt Ave.
Pawtucket, RI 02862
(401) 725-8638
www.slatermill.org
Museum dedicated to the study of industrial manufacturing in America, featuring historic Samuel Slater Mills. Extensive collection of artifacts and educational programs designed to help students experience the lives of mill workers in the 1830s.

Smith College Art Museum
Northampton, MA 01063
(413) 584-2700
www.smith.edu/artmuseum
Collection of ancient, Asian, African, European, American and American Indian art and artifacts.

Society for the Preservation of New England Antiquities (SPNEA)
www.spnea.org
SPNEA is a museum of cultural history that preserves landscapes, historic homes, and material culture of New England from the 17th century to the present.

Codman House, "The Grange," Lincoln; Harrison Gray Otis House, Boston; Josiah Quincy House, Quincy; Pierce House
141 Cambridge Street, Boston, MA 02114
(617) 227-3956

Spencer-Pierce-Little Farm, Newbury; Coffin House Museum, Newbury
5 Littles Lane, Newbury, MA 01951
(978) 462-2634

Spellman Museum of Stamps and Postal History
235 Wellesley Street at Regis College
Weston, MA 02493
781-768-8367
www.spellman.org
Focuses on stamps and postal history; includes stamps from around the world.

Springfield Armory National Historic Site
One Armory Square
Springfield, MA 01105-1299
(413) 734-6477
www.nps.gov/spar
Site of the first national armory, it focuses on firearms, the industrial revolution, and military history.

Springfield Museums
220 State Street
Springfield, MA 01103
(413) 739-3871
www.quadrangle.org
The Museum of Fine Arts has collections of 18th to 20th century American art and 14th to 20th century European art. The George Walter Smith Museum exhibits his collection of Japanese arms and armor, one of the largest collections of cloisonné outside China, plaster casts of the great sculptures of the world from antiquity to the Renaissance, and 19th-century American paintings. The Connecticut Valley Historical Museum has collections related to local history. The Science Museum includes exhibits on North American Indians.

The Stephen Phillips Trust House
34 Chestnut Street
Salem, MA 01970
(978) 744-0440
www.phillipsmuseum.org
This Federal Period mansion has collections from five generations of Salem history.

Stonehurst, the Robert Treat Paine Estate
100 Robert Treat Paine Drive
Waltham, MA 02452
(781) 314-3290
www.stonehurstwaltham.org
A prime example of late 19th century architecture designed by Henry Hobson Richardson, designer of Trinity Church in Boston, with grounds by Frederick Law Olmsted.

Storrowton Village Museum
1305 Memorial Avenue
West Springfield, MA 01089
(413) 205-5051
www.thebige.com/storrowton.html
Recreation of a 19th century New England village.

Thoreau Institute
44 Baker Farm
Lincoln, MA 01773-3004
(781) 259-4712
www.walden.org
Research collections and programs related to Henry David Thoreau and his legacy in the areas of social action, conservation, literature, and ethics.

Tsongas Industrial History Center
Boott Cotton Mills Museum
400 Foot of John Street
Lowell, MA 01852
(978) 970-5080
www.uml.edu/tsongas
Provides activities and tours for students and curriculum materials and workshops for teachers. Themes include immigration, invention, technology, water power, labor history, and industrial pollution. Website includes teaching activities and documents.

U.S.S. Constitution Museum
Charlestown Navy Shipyard
P.O. Box 1812
Boston, MA 02129
(617) 426-1812
www.ussconstitutionmuseum.org
The museum collects, preserves, and interprets the stories of the nation's oldest commissioned warship, "Old Ironsides," and the people associated with her.

Wadsworth Athenæum
Hartford, Connecticut 06103
(860) 278-2670
www.wadsworthatheneum.org/
Established in 1842, the Wadsworth Athenæum is America's oldest public art museum. Its collections include ancient Egyptian to modern works, Hudson River School painters, American decorative arts, and the Amistad Foundation African American collection.

Wenham Museum
132 Main Street
Wenham, MA 01984
(978) 468-2377
www.wenhammuseum.org
A 17th century house provides exhibits on 17th century life; also collections of dolls, model trains, and toys.

Westminster Historical Society
110 Main Street, P.O. Box 177
Westminster MA 01473
(978) 874-5569

Williams College Museum of Art
15 Lawrence Hall Drive, Suite 2
Williamstown, MA 01267
(413) 597-2429
www.williams.edu/WCMA
Collections of American, Asian, European, ancient, and contemporary art.

Worcester Art Museum
55 Salisbury Street
Worcester, MA 01609-3196
(508) 799-4406
www.worcesterart.org
Paintings, prints, photographs, sculpture, and multimedia works that include American (from Pre-Columbian to Native American to Colonial to contemporary times), Greek, Roman, Egyptian, Chinese, European, Indian, Islamic, Japanese, Korean, and contemporary art.

Worcester Historical Museum
30 Elm Street
Worcester, MA 01609-2504
(508) 753-8278
www.worcesterhistory.org
Exhibits on Worcester history.

Appendix F

Connections to English Language Arts

The study of history and social science is closely connected to reading, writing, and research. The table below presents a summary of four key learning standards in the Massachusetts English Language Arts Curriculum Framework (2001) for reading informational or expository text, writing expository prose, and conducting research. For greater detail, please see standard 8 (understanding a text) standard 13 (nonfiction), standard 19 (writing), and standard 24 (research). Many schools make it a practice to use common standards for research and writing in all subjects and have students investigate topics of interest, write research papers, and make presentations of their work to others beginning in the primary grades

There are a number of avenues through which older students may present their research to a broader audience beyond their school community. The Concord Review and National History Club (www.tcr.org), National History Day (www.nationalhistoryday.org), and programs sponsored by the Center for Civic Education, *We the People . . .* Program (www.civiced.org) and Project Citizen (www.civiced.org) are major initiatives that promote reading, research, writing, and presentation of student work in history and social science.

Pre-Kindergarten and Kindergarten

READING AND LITERATURE, STANDARDS 8 AND 13:
UNDERSTANDING AN INFORMATIONAL/EXPOSITORY TEXT* AND *NONFICTION

- Make predictions about the content of an informational text using prior knowledge and text features *(title, captions, illustrations).*
- Retell important facts from a story heard or read.

COMPOSITION, STANDARDS 19 AND 24: *WRITING* AND *RESEARCH*

- Draw pictures and/or use letters or phonetically-spelled words to give others information.
- Dictate sentences for a letter or directions and collaborate to put the sentences in order.
- Generate questions and gather information from several sources in a classroom, school, or public library.

Grades 1 and 2

READING AND LITERATURE, STANDARDS 8 AND 13: *UNDERSTANDING AN INFORMATIONAL/EXPOSITORY TEXT* AND *NONFICTION*

- Continue to address earlier standards as needed as they apply to more difficult texts.
- Make predictions about the content of an informational text using prior knowledge and text features *(headings, table of contents, key words)* and explain whether they were confirmed or disconfirmed and why.
- Restate main ideas.

COMPOSITION, STANDARDS 19 AND 24: *WRITING* AND *RESEARCH*

- Write or dictate letters, directions, or accounts of personal experiences that have a logical order.
- Write or dictate research questions.
- Generate questions and gather information from several sources in a classroom, school, or public library.

Grades 3 and 4

READING AND LITERATURE, STANDARDS 8 AND 13: *UNDERSTANDING AN INFORMATIONAL/EXPOSITORY TEXT* AND *NONFICTION*

- Continue to address earlier standards as needed as they apply to more difficult texts.
- Locate facts that answer a reader's questions.
- Distinguish cause from effect.
- Summarize the main ideas and supporting details.
- Identify and use knowledge of common textual features *(paragraphs, topic sentences, concluding sentences, glossary).*
- Identify and use knowledge of common organizational structures *(chronological order).*

COMPOSITION, STANDARDS 19 AND 24: *WRITING* AND *RESEARCH*

- Write brief summaries of information gathered through research.
- Write a brief explanation of an informational text using evidence from the text for support.

Grades 3 and 4 (continued)

- Write an account based on personal experience that has a clear focus and sufficient supporting detail.
- Define the need for information and formulate open-ended research questions; initiate a plan for searching for information; locate resources; evaluate the relevance of the information; interpret, use, and communicate the information; evaluate the research project as a whole.

Grades 5 and 6

READING AND LITERATURE, STANDARDS 8 AND 13: *UNDERSTANDING AN INFORMATIONAL/EXPOSITORY TEXT* AND *NONFICTION*

- Continue to address earlier standards as needed as they apply to more difficult texts.
- Identify organizational structures *(chronological order, logical order, cause and effect, classification schemes).*
- Identify and analyze main ideas, supporting ideas, and supporting details.
- Identify and use knowledge of common textual features *(paragraphs, topic sentences, concluding sentences, glossary, index).*
- Identify and use knowledge of common graphic features (*charts, maps, diagrams, captions, illustrations).*
- In addition: Differentiate between primary and secondary sources.

COMPOSITION, STANDARDS 19 AND 24: *WRITING* AND *RESEARCH*

- Write brief research reports with clear focus and supporting detail
- Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.
- Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.
- Apply steps for obtaining and evaluating information and presenting research, including using an expanded range of print and nonprint sources, following established criteria for evaluating information, locating specific information using indexes, tables of contents, and electronic search keywords, and providing documentation in a consistent format.

Grades 7 and 8

READING AND LITERATURE, STANDARDS 8 AND 13: *UNDERSTANDING AN INFORMATIONAL/EXPOSITORY TEXT* AND *NONFICTION*

- Continue to address earlier standards as needed as they apply to more difficult texts.
- Identify evidence used to support an argument.
- Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.
- Identify and use knowledge of common textual features *(paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).*
- Identify and use knowledge of common graphic features (*charts, maps, diagrams).*
- Identify and use organizational structures (*logical order, comparison and contrast, cause and effect relationships).*
- Identify and analyze main ideas, supporting ideas, and supporting details.
- Recognize use of arguments for and against an issue
- Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.

COMPOSITION, STANDARDS 19 AND 24: *WRITING* AND *RESEARCH*

- Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
- Write and justify a personal interpretation of a literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- Write multi-paragraph compositions that have clear topic development, logical organizations, effective use of detail, and variety in sentence structure.
- Apply steps for obtaining and evaluating information and presenting research, including differentiating between primary and secondary sources; differentiating between using paraphrasing and direct quotations; documenting information in a consistent format; and using a standard bibliographic format.

High School

READING AND LITERATURE, STANDARDS 8 AND 13: *UNDERSTANDING AN INFORMATIONAL/EXPOSITORY TEXT* AND *NONFICTION*

- Continue to address earlier standards as needed as they apply to more difficult texts.
- Analyze the logic and use of evidence in an author's argument.
- Analyze and explain the structure and elements of nonfiction works.
- Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.

COMPOSITION, STANDARDS 19 AND 24: *WRITING* AND *RESEARCH*

- Write well-organized essays that have a clear focus, logical development, effective use of detail, and variety in sentence structure.
- Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.
- Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standards format, and presenting research.

Appendix G
Connections to Mathematics

Students frequently apply knowledge of mathematics as they study history and social science. For example, students in the elementary and middle grades use number sense and operations to understand time as expressed in calendars, decades, and centuries, and conventions of using dating systems such as BC/BCE. As they study geography, they use numbers in locating countries using latitude and longitude. In their study of economic history or civics and economics in the present, they will often encounter fractions, ratios, and percentages, and must understand how data such as voter participation rates or state or federal spending by various categories are represented in graphs and charts. In high school economics courses, students apply their knowledge of operations, algebra, and statistics and probability as they analyze economic problems in order to make predictions and decisions. As informed citizens, they need to understand the mathematical basis for markets and trade and how mathematical evidence is used in the public arena to justify arguments for or against governmental policies such increasing or decreasing taxation rates or social services.

The table below presents selected learning standards from the Massachusetts Mathematics Curriculum Framework (2000) that are particularly relevant to learning history, geography, civics, and economics. Secondary school teachers will find useful publications from the National Council on Economic Education such as *Mathematics and Economics: Connections for Life, Grades 9-12* (2001) and *Grades 6-8* (2002).

Pre-Kindergarten and Kindergarten
NUMBER SENSE AND OPERATIONS; PATTERNS, RELATIONS, AND ALGEBRA ▮ Count by ones to at least 20. ▮ Match quantities of up to at least 10 with numerals and words. ▮ Identify positions of objects in sequences (e.g., first, second) up to fifth. ▮ Understand the concepts of whole and half. ▮ Identify U. S. coins by name. ▮ Count by fives and tens at least up to 50.

Pre-Kindergarten and Kindergarten (continued)

Geometry and Measurement

- Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.
- Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language.

Data Analysis, Statistics, and Probability

- Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.

Grades 1 and 2

Number Sense and Operations; Patterns, Relations, and Algebra

- Name and write (in numerals) whole numbers up to 1,000, identify the place value of the digits, and order the numbers.
- Identify and distinguish among multiple uses of numbers, including cardinal, ordinal, and numbers as labels and as measurements.
- Identify and represent common fractions (½, ⅓, ¼) as parts of wholes and parts of groups, and numbers on a number line.
- Identify the value of all U. S. coins and $1, $5, $10, and $20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to $5. Use appropriate notation (e.g., 69¢, $1.35).
- Demonstrate an understanding of the various meanings of addition and subtraction.
- Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers.
- Describe functions related to trading, including coin trades (e.g., five pennies make one nickel).

Measurement

- Identify parts of the day (e.g., morning, afternoon, evening), week, month, and calendar.

Grades 1 and 2 (continued)

- Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

- Use interviews, surveys, and observations to gather data about themselves and their surroundings.
- Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams, and interpret the representations.
- Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

Grades 3 and 4

NUMBER SENSE AND OPERATIONS; PATTERNS, RELATIONS, AND ALGEBRA

- Exhibit an understanding of the base 10 number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000.
- Demonstrate an understanding of fractions as part of unit wholes, as parts of a collection, and as locations on a number line.
- Select, use, and explain models to relate common fractions and mixed numbers (½, ⅓, ¼, ⅕, ⅙, ⅛, 1/12, and 1½), find equivalent fractions, mixed numbers, and decimals, and order fractions.
- Select and use appropriate operations (addition, subtraction, multiplication, division) to solve problems, including those using money.
- Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- Solve problems involving proportional relationships, including unit pricing and map interpretation.
- Determine how a change in one variable relates to a change in a second variable.

MEASUREMENT

- Carry out simple unit conversions within a system of measurement system, e.g., hours to minutes, cents to dollars, yards to feet or inches.
- Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock and using a calendar.

Grades 3 and 4 (continued)

Data Analysis, Statistics, and Probability

- Collect and organize data using observations, measurements, surveys, or experiments and identify appropriate ways to display the data.
- Match representations of a data set such as lists, tables, or graphs with the actual set of data.
- Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

Grades 5 and 6

Number Sense and Operations; Patterns, Relations, and Algebra

- Exhibit an understanding of place value to billions and thousandths.
- Demonstrate an understanding of fractions as a ratio of whole numbers, as part of unit wholes, as parts of a collection, and as locations on a number line.
- Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.
- Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on a number line.
- Produce and interpret graphs that represent the relationship between two variables in everyday situations.
- Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.

Measurement

- Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed.

Grades 5 and 6 (continued)

Data Analysis, Statistics, and Probability

- Describe and compare data sets using the concepts of median, mean, mode, maximum, minimum, and range.
- Construct and interpret stem and leaf plots, line plots, and circle graphs.
- Predict the probability of outcomes of simple experiments and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.

Grade 7 and 8

Number Sense and Operations; Patterns, Relations, and Algebra

- Compare, order, estimate, and translate among integers, fractions and mixed numbers, decimals, and percents.
- Use ratios and proportions in the solution of problems, in particular problems involving unit rates, scale factors, and rate of change.
- Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.
- Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g., compounding.
- Use tables and graphs to represent and compare linear growth patterns. In particular, compare rates of change and x- and y-intercepts of different linear patterns.

Measurement

- Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.

Grades 7 and 8 (continued)

DATA ANALYSIS, STATISTICS, AND PROBABILITY

- Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.
- Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatterplots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts.
- Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare sets of data.

A Sample Lesson Linking Geography, Economics, and Mathematics

In this unit, which might be used in a Grade 6 World Geography course, students discuss an American student who plans to travel in another country. They learn about foreign exchange and compare exchange rates to determine if one currency has appreciated or depreciated against another currency. Using proportional reasoning, they determine the monetary effects of currency appreciation and depreciation. They analyze how changes in exchange rates affect the prices of goods and services from another country.

Adapted from *Mathematics and Economics: Connections for Life, Grades 6-8* (New York: National Council on Economic Education, 2002) 15–25.

Grades 9–12

Note: Mathematics in high school builds upon concepts learned in earlier grades, as is, of course, for history and social science and the other disciplines. General expectations for students' understanding of high school mathematics that connect with history and social science are listed below. Students in a high school economics elective are perhaps most likely to directly apply the mathematics they have learned to economic problems. For greater detail, see the learning standards for grades 9–10, 11–12, Algebra I, Algebra II, Geometry, and Precalculus of the Massachusetts Mathematics Curriculum Framework.

Number Sense and Operations

- Understand numbers, ways of representing numbers, relationships among numbers.
- Understand meanings of operations and how they relate to one another.
- Compute fluently and make reasonable estimates.

Patterns, Relations, and Algebra

- Understand patterns, relations, and functions.
- Represent and analyze mathematical situations and structures using algebraic symbols.
- Use mathematical models to represent and understand quantitative relationships.
- Analyze change in various contexts.

Measurement

- Understand measurable attributes of objects and the units, systems, and processes of measurement.
- Apply appropriate techniques, tools, and formulas to determine measurements.

Data Analysis, Statistics, and Probability

- Formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them.
- Select and use appropriate statistical methods to analyze data.
- Develop and evaluate inferences and predictions that are based on data.
- Understand and apply basic concepts of probability.

Sample Unit on Supply and Demand for a High School Economics Elective

In an introductory set of four lessons, students learn about the economic concepts of demand, supply, equilibrium, and the factors that cause a change in supply and/or demand. Given hypothetical situations of making decisions about buying, pricing, and selling CDs, electronic equipment, oil, or other products, students develop an "economic way of thinking." They use graphical and algebraic models to illustrate the concepts of supply and demand. Written at an Algebra I level, these lessons give students experience in writing equations, defining variables, and graphing relationships such as supply and demand curves, as well as discussing and presenting their economic conclusions.

Other lessons in the series explore economic applications from everyday life, including games of chance, current and future value of money, implicit and explicit costs of owning and operating an automobile, taxes, savings, and credit card use.

Adapted from *Mathematics and Economics: Connections for Life* (New York: National Council on Economic Education, 2001) viii-xii.

Appendix H:
Regions and States of the U.S.[16]

New England
Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Middle Atlantic States
Delaware
New Jersey
New York
Pennsylvania

Atlantic Coast and Appalachian States
Kentucky
Maryland
North Carolina
Tennessee
Virginia
West Virginia

Southeast and Gulf States
Alabama
Florida
Georgia
Mississippi
South Carolina

South Central States
Arkansas
Louisiana
Oklahoma
Texas

Great Lakes States
Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

Plains States
Iowa
Kansas
Missouri
Nebraska
North Dakota
South Dakota

Mountain States
Colorado
Idaho
Montana
Utah
Wyoming

Southwest Desert States
Arizona
Nevada
New Mexico

Pacific States
Alaska
California
Hawaii
Oregon
Washington

[16] The regional classification of American states used in this appendix is taken from Michael Berson, ed., *Harcourt Horizons: States and Regions* (New York, 2003).

Acknowledgments

History and Social Science Curriculum Framework

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